

## THE ARTS

### MUSIC

#### ***STANDARD 1: CREATING ART***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **READINESS (Kindergarten)**

- **1AM-R1. Sing/play a variety of songs**

PO 1. Identify singing/speaking voice

PO 2. Identify sounds as high and low

PO 3. Demonstrate singing/speaking voice

*Possible links to: Language Arts – listening, speaking; Science – sound*

- **1AM-R2. Maintain a steady beat**

PO 1. Move to music

PO 2. Demonstrate a steady beat while music is playing

PO 3. Demonstrate a steady beat independent of music

*Possible links to: Comprehensive Health - rhythm, bodily balance, motion, movement, kinesiology, motion, energy; Dance - tempo, motion, bodily balance, movement, rhythm; Science - cycle, cause/effect*

## THE ARTS

### MUSIC

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **READINESS (Kindergarten)**

- **1AM-R3. Identify variation in tempo and dynamics**

PO 1. Identify music as fast or slow (tempo)

PO 2. Identify music as loud or soft (dynamics)

PO 3. Perform music that is loud or soft, fast or slow

*Possible links to: Comprehensive Health - rhythm, bodily balance, movement, tempo, kinesiology, motion, energy; Science – cycle, cause/effect, sound*

- **1AM-R4. Echo short rhythms and melodic patterns**

PO 1. Identify difference between beat and rhythm

PO 2. Identify melodic shape

*Possible links to: Art – line; Comprehensive Health/Dance – pulmonary, circulatory, rhythm, movement*

## THE ARTS

### MUSIC

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **READINESS (Kindergarten)**

- **1AM-R5. Improvise simple rhythmic and melodic *ostinato* accompaniments on a variety of classroom instruments and materials**
  - PO 1. Identify an *ostinato*
  - PO 2. Perform an *ostinato*
  - PO 3. Create an *ostinato*
  
- **1AM-R6. Identify the sound of a variety of band, orchestra and classroom instruments**
  - PO 1. Identify classroom instruments
  - PO 2. Categorize instruments as band, orchestra and classroom instruments
  - PO 3. Identify instruments by family (woodwind, percussion, brass, strings)
  
- **1AM-R7. Show respect for personal work and the work of others**
  - PO 1. Listen attentively while others perform
  - PO 2. Acknowledge the efforts of self and others

*Possible links to: Social Studies – culture, socialization, values*

## THE ARTS

### MUSIC

#### **STANDARD 2: ART IN CONTEXT**

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **READINESS (Kindergarten)**

- **2AM-R1. Describe various musical styles from diverse cultures**

*Possible links to: Foreign Language - culture, communication, communities; Social Studies - culture, race, region, location, history*

- **2AM-R2. Identify and describe various moods achieved while playing classroom instruments**

PO 1. Demonstrate various moods through facial expression, body posture and/or movement

PO 2. Use classroom instruments to create moods through various tempos and dynamics

*Possible links to: Comprehensive Health/ Dance - bodily balance, motion, energy, movement, tempo; Language Arts – listening, speaking*

- **2AM-R3. Identify music which creates changes in mood through listening examples**

PO 1. Demonstrate changes in mood through facial expression, body posture and/or movement

*Possible links to: Comprehensive Health/ Dance - bodily balance, motion, energy, movement, tempo*

## THE ARTS

### MUSIC

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **READINESS (Kindergarten)**

- **2AM-R4. Demonstrate audience behavior appropriate for the context and style of music performed**

PO 1. Identify a variety of musical settings

PO 2. Discuss appropriate audience behavior

PO 3. Demonstrate appropriate audience behavior

*Possible links to: Social Studies – socialization, values*

## THE ARTS

### MUSIC

#### ***STANDARD 3: ART AS INQUIRY***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **READINESS (Kindergarten)**

- **3AM-R1. Identify simple music forms when presented aurally**

PO 1. Identify AB, ABA forms in familiar songs and recorded music

PO 2. Identify round and canon forms

*Possible links to: Art - form, space, balance; Dance – form; Mathematics – systems*

- **3AM-R2. Express personal reactions to music through media such as movement, words, painting and sculpture**
- **3AM-R3. Indicate points of musical interest (e.g., use of dynamics, pitch, tempo, form) in stories, plays and other performances**

PO 1. Discuss elements of music and how they are applied in other performing and visual arts

## THE ARTS

### VISUAL ARTS

#### **STANDARD 1: CREATING ART**

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **READINESS (Kindergarten)**

- **1AV-R1. Identify and use a variety of art media (e.g., paper-making, tempera paint, film, computer, fiber, clay) and techniques (e.g., crayon resist, collage, wet-on-wet, computer graphics, coil/slab construction) to communicate ideas, experiences and stories**

PO 1. Create a variety of artworks using various art media

PO 2. Create artworks using a variety of techniques in one medium (e.g. clay balls, slabs, coils and pinched forms)

PO 3. Produce a variety of artworks to communicate ideas, experiences and stories

*Possible links to: Language Arts – creative writing; Science – cause/effect*

- **1AV-R2. Recognize that the visual arts are a form of communication**

PO 1. Identify art forms such as painting, drawing, sculpture, and collage as a form of communicating thoughts and ideas

PO 2. Use the elements of art in various art forms to communicate feelings and ideas

*Possible links to: Language Arts – visual messages; Other arts - music, dance, theatre; Social Studies – awareness of time and place*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **READINESS (Kindergarten)**

- **1AV-R3. Identify various subject matter, ideas, and symbols (e.g., lion representing courage, heart symbolizing love, road conveying journey) used in own work and work of others to convey meaning**

PO 1. Identify a variety of subject matter used in works of art (e.g., landscapes, portraits)

PO 2. Identify a variety of ideas used in works of art (e.g., families, friends, experiences)

PO 3. Identify a variety of symbols used in works of art (e.g., heart for love, lion for courage)

PO 4. Use a variety of subject matter to convey meaning in their works of art (e.g., landscapes, portraits)

PO 5. Use a variety of ideas to convey meaning in own works of art (e.g., families, friends, experiences)

PO 6. Use a variety of symbols to convey meaning in one's own works of art (e.g., heart for love, lion for courage)

*Possible links to: Language Arts – visual symbols and meaning; Other arts - music, dance, theatre; Social Studies - maps, legends, symbols; Technology – icons; Workplace – sequencing, decoding*



## THE ARTS

### VISUAL ARTS

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **READINESS (Kindergarten)**

- **1AV-R4. Begin to look at and talk about art**

PO 1. Describe what is seen in an artwork (e.g., subject matter, elements of art and/or expressive qualities)

PO 2. Describe what is seen in one's own artwork

*Possible links to: Language Arts – idea sharing; Other arts - music, dance, theatre; Social Studies –exposure to different cultures/opinions; Workplace - positive interaction with others*

- **1AV-R5. Identify and describe safe and responsible use of tools and materials**

PO 1. Identify tools used in art (e.g., paint brush, pencil)

PO 2. Identify materials used in art (e.g., paper, paint)

PO 3. Use tools safely

PO 4. Use materials safely and responsibly

*Possible links to: Comprehensive Health - identify safe and harmful behaviors; Foreign Language – terminology; Social Studies – natural resources/conservation, recycling; Workplace – appropriate behavior*

## THE ARTS

### VISUAL

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **READINESS (Kindergarten)**

- **1AV-R6. Show respect for personal work and the work of others**

PO 1. Show ways to respect one's own work and the works of others

*Possible links to: Social Studies — interpersonal skills; Workplace - politeness*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 2: ART IN CONTEXT***

Students demonstrate how interrelated conditions (social, economic, political, time, and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **READINESS (Kindergarten)**

- **2AV-R1. Identify art objects from different times, places and cultures through reproductions and/or original works of art**

PO 1. Group similar art images/objects from past and present time periods

PO 2. Match art images/objects with their location and/or cultural group

PO 3. Identify if an art image/object is an original work or a reproduction of the original

*Possible links to: Language Arts –illustrations used in books; Social Studies –time and place, historic photographs*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time, and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **READINESS (Kindergarten)**

- **2AV-R2. Recognize and articulate how visual arts represent many cultures, times and places (e.g., from paintings on the walls of caves to contemporary murals on neighborhood walls)**

PO 1. Group art images/objects by cultural group

PO 2. Group art images/objects by place

PO 3. Group art images/objects by time

PO 4. Describe why the art images/objects belong in a particular culture, place and time

PO 5. Sequence art images/objects chronologically

*Possible links to: Foreign Language - cultural awareness; Language Arts – articulation; Mathematics – increments; Social Studies - time and place*

- **2AV-R3. Identify various sources (e.g., nature, the constructed environment, imagination) for creative work**

PO 1. Name inspirational influences of an art image/object (e.g., landscape, still life)

*Possible links to: Language Arts –real or fantasy meanings; Science - nature*

## THE ARTS

### VISUAL ARTS

#### **STANDARD 3: ART AS INQUIRY**

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **READINESS (Kindergarten)**

- **3AV-R1. Identify design elements (e.g., line, color, shapes, texture) and design principles (e.g., balance, repetition, emphasis, perspective) and how they are used by visual artists to communicate meaning**

PO 1. Locate the elements of art in an artwork

PO 2. Locate the principles of design in an artwork

PO 3. Locate the elements and principles used by the visual artist to communicate meaning

*Possible links: Language Arts –viewing and recognizing visual messages, color and shape books; Mathematics- shape identification; Workplace – developing vocabulary*

- **3AV-R2. Know that art is a visual language and is a form of expression and communication**

PO 1. Use elements and principles to identify meaning within a work of art

PO 2. Name symbols that communicate as a visual language

*Possible links: Foreign Language –culture; Language Arts – recognizing visual messages; Mathematics – sorting images by physical attributes; Social Studies – community workers; Technology – symbol representation*

## THE ARTS

### VISUAL ARTS

#### **STANDARD 3: ART AS INQUIRY** *(continued)*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **READINESS (Kindergarten)**

- **3AV-R3. Recognize and describe the many ways to create, value and respond to art**

PO 1. Identify various visual art forms

PO 2. Explain why an artwork is valued by the student

PO 3. List various ways to respond to art (e.g., likes, dislikes, from different personal points of view)

*Possible links to: Mathematics –collect simple data; Workplace – speak in complete sentences, demonstrate politeness*

- **3AV-R4. Recognize and respect that there are many valid responses to works of art that may be different from their own**

PO 1. State different opinions about an artwork

PO 2. Show respect for responses of others to works of art

*Possible links to: Language Arts –articulation; Social Studies – interpersonal relations; Workplace – interpersonal relations*

## THE ARTS

### THEATRE

#### **STANDARD 1: CREATING ART**

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **READINESS (Kindergarten)**

- **1AT-RI. Use natural language patterns (e.g., from literature or school and home experiences) with familiar phrases as they play out a story**

*After listening to an account and class discussion of characters:*

PO 1. Retell the story including setting, time, plot, and physical descriptions of the characters

PO 2. Use dialogue and movement as a character while responding to teacher and/or peers

- **1AT-R2. Develop sensory perception and the ability to describe mental pictures by recalling objects and/or events (e.g., use words, movement, or drawings in a variety of ways to illustrate things seen, heard, felt, tasted, or smelled in class or home experiences or created after listening to stories told or read)**

*After a discussion about mental imaging on specific sensory stimuli:*

PO 1. Describe a recalled sensory experience

PO 2. Use a variety of art media to create a picture about a sensory experience

PO 3. Create a movement-based image or story to communicate a sensory experience

## THE ARTS

### THEATRE

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **READINESS (Kindergarten)**

- **1AT-R3. Sustain a pretend scene (e.g., from literature or students' personal experiences), using appropriate language or movement with the teacher role-playing or giving cues**

PO 1. Sustain concentration within a given role throughout a scene

PO 2. Use language that is appropriate to one's character throughout the scene

PO 3. Use a range of movement that is appropriate to one's character

PO 4. Respond in character to cues given within a scene



## THE ARTS

### THEATRE

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **READINESS (Kindergarten)**

- **1AT-R4. Describe (e.g., through words, drawings, technology) the setting of a story to be dramatized and with teacher guidance, establish spaces for the dramatization and select materials that suggest the furniture and objects needed**

PO 1. Describe/draw/depict the environment (e.g., time, place)

PO 2. Choose props that will enhance the playing and meaning of the story

PO 3. Arrange a space for playing out the story

*Possible link: Mathematics – proportion;  
Visual art - space, form, balance*

- **1AT-R5. Show respect for personal work and the work of others**

PO 1. Listen to others and follow suggestions

PO 2. Share and take turns

PO 3. Participate in a process for self-evaluation, feedback about the process, and feedback about the dramatization

## THE ARTS

### THEATRE

#### **STANDARD 2: ART IN CONTEXT**

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **READINESS (Kindergarten)**

- **2AT-R1. Share personal cultural traditions which they have also seen while viewing a play, a film or a television show**

PO 1. Retell the story of the show and identify the main characters

PO 2. Identify similarities and differences between institutions (e.g., family, school, neighborhoods, etc.) that are important to them and the characters in the play

*Possible links: Foreign Language – culture; Comprehensive Health – human relationships, interpersonal skills; Mathematics – grouping, prediction; Science – inquiry, comparison, relationships*

- **2AT-R2. Demonstrate audience behavior appropriate for the context and genre of the theatre performed**

PO 1. Discuss how and why audience behaviors differ when watching a television show, movie, or theatre production

PO 2. Discuss how audiences respond when the show is serious or funny

PO 3. Demonstrate how an audience member should behave so everyone can enjoy a show

*Possible links to: Workplace – critical thinking, following directions, listening, responding*

## THE ARTS

### THEATRE

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **READINESS (Kindergarten)**

- **2AT-R3. Identify various sources (e.g., books, family stories, nature, imagination, paintings, poetry) for theatrical work**
- **2AT-R4. Discuss the jobs (e.g., playwright, actor, designer/ technician) of those who “make” theatre**

PO 1. Discuss the people involved in creating the story, character and setting for a production

PO 2. Discuss the difference between actor and the character he/ she performs

*Possible links to: Technology – vocabulary, collecting data; Workplace – marketable skills*

## THE ARTS

### THEATRE

#### **STANDARD 3: ART AS INQUIRY**

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **READINESS (Kindergarten)**

- **3AT-R1. Describe (e.g., words, drawing, movement) what they say and heard at a theatre, film, or television performance and what interested or surprised them**

PO 1. Identify the characters in a play and recall their story

PO 2. Use a variety of art media (e.g., crayons, tempera, clay) to illustrate interesting or surprising elements of the production

PO 3. Move as a character or environmental element (e.g., wind, tree, leaves, flowers, snow)

*Possible links to: Comprehensive Health – relationships; Mathematics – attributes; Science - life*

- **3AT-R2. Discuss their role as an audience and how they affect the performers**

PO 1. Identify various audience reactions to a performance

PO 2. Discuss the effect an audience has on a performer

*Possible links to: Comprehensive Health – relationships*

## THE ARTS

### THEATRE

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **READINESS (Kindergarten)**

- **3AT-R3. Share their responses (e.g., what they liked, didn't like; what seemed "real;" what helped them understand the event) to a dramatic performance**

PO 1. Share with the class what seemed "real-believable" in the performance

PO 2. Discuss what they understood and didn't understand about the performance

PO 3. List what elements made the performance clear (e.g., what the characters said, what they did, the costumes they wore)

- **3AT-R4. Understand and respect opinions of others in discussions of classroom dramatizations**

## THE ARTS

### DANCE

#### *STANDARD 1: CREATING ART*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **READINESS (Kindergarten)**

- **1AD-R1. Use appropriate terminology and demonstrate locomotor and nonlocomotor/axial movement while moving to a beat and changes in tempo**

PO 1. Identify and execute nonlocomotor movements (i.e., stretch, twist, and turn) using various rhythm patterns and various tempos

PO 2. Identify and execute locomotor movements (e.g., leap, hop, jump, skip) using various rhythm patterns, and various tempos

*Possible link: Language Arts – vocabulary;  
Mathematics – counting*

- **1AD-R2. Recognize and perform basic warm-up sequences (e.g., stretching, bending)**

PO 1. Identify and execute isolation of various body parts

PO 2. Execute gross muscle stretches (e.g., major body parts)

*Possible link to: Science – motion, energy*

- **1 AD-R3. Imitate and mirror basic body movements and shapes**

PO 1. Follow movements and shapes of a designated leader

PO 2. Improvise with a partner or group as if looking into a mirror

## THE ARTS

### DANCE

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **READINESS (Kindergarten)**

- **1AD-R4. Demonstrate use of time and space elements by following movement changes in tempo, directions, and levels**

PO 1. Change direction of movement at a given signal (e.g., forward, backward, to the side)

PO 2. Change levels (high, middle, low) of shapes and or movements at a given signal

PO 3. Change tempo (e.g., fast, slow) of movements at a given signal

*Possible link to: Mathematics - shapes, line*

- **1AD-R5. Identify and demonstrate knowledge of moving as an individual and as part of a group**

PO 1. Improvise movement individually

PO 2. Improvise movement as a member of a group

PO 3. Demonstrate unison movement

*Possible link: Social Studies - socialization*

## THE ARTS

### DANCE

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **READINESS (Kindergarten)**

- **1AD-R6. Identify and demonstrate the range and types of movement abilities of one's own body**

PO 1. Execute a preferred style of moving

PO 2. Select and share personal movements

PO 3. Demonstrate the ability to move in front of a group, through space and in one's own personal space

*Possible link to: Science - motion, energy*

- **1AD-R7. Show respect for personal work and the work of others**

PO 1. Move in a delineated personal space without interfering with the personal space of others

PO 2. Identify proper audience behavior (e.g., attentive, appropriate applause)

PO 3. Demonstrate proper audience behavior

*Possible link to: Social Studies – values*



## THE ARTS

### DANCE

#### ***STANDARD 2: ART IN CONTEXT***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **READINESS (Kindergarten)**

- **2AD-R1. Create a dance and revise it over time; identifying the reasons for the change**

PO 1. Create movements that can be repeated

PO 2. Create revisions to selected movements

*Possible link to: Science - change*

- **2AD-R2. Describe how dance and dancers are portrayed in contemporary media**

PO 1. State where dance is seen in contemporary media

PO 2. Describe the role and actions of the dancers

PO 3. Identify the function of the dance

*Possible link to: Social Studies – culture*

## THE ARTS

### DANCE

#### ***STANDARD 3: ART AS INQUIRY***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **READINESS (Kindergarten)**

- **3AD-R1. Respond verbally to creative works of others**

PO 1. Describe the elements of movement in the creative works of others

PO 2. State positive comments regarding the work of peers

- **3AD-R2. Discuss how dances of various cultures have their own meanings**

PO 1. Identify the reasons people dance

PO 2. Identify how the dances of various cultures differ

PO 3. Identify when the people of the various cultures dance

- **3AD-R3. Identify elements on which to base aesthetic judgment (e.g., mood, projection, technique)**

PO 1. Identify the emotional qualities (e.g., joy, fear) demonstrated through movement

PO 2. Identify the performance energy

PO 3. Identify the technical proficiency (skills)

## THE ARTS

### MUSIC

#### ***STANDARD 1: CREATING ART***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **FOUNDATIONS (Grades 1-3)**

- **1AM-F1. Sing/play a varied repertoire of songs from different genres and diverse cultures**

PO 1. Sing and/or play American folk songs

PO 2. Identify folk songs from various cultures

PO 3. Sing and/or play folk songs from diverse cultures

PO 4. Sing and/or play songs of various genres

*Possible links to: Foreign Language – culture, communication, communities; Social Studies - culture, race, region, location, history, values*

## THE ARTS

### MUSIC

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **FOUNDATIONS (Grades 1-3)**

- **1AM-F2. Sing/play, matching timbre and dynamics, in response to conductor cues (e.g., *ostinatos* [repeating patterns], partner songs [each student has his own part which fits together with others], in rounds, in groups)**

PO 1. Explain a variety of conducting cues

PO 2. Respond to specific conducting cues

PO 3. Demonstrate simple conducting patterns and cues in 2/4, 3/4, and 4/4 time signatures

PO 4. Properly respond to conductor's cues in performance

*Possible links to: Mathematics – shapes, measurement; Science – cycle, rhythm*

- **1AM-F3. Read/perform whole, half, dotted half, quarter, eighth notes, and rests in 2/4, 3/4, and 4/4 time**

PO 1. Identify meter and note/rest values of stated time signatures

PO 2. Compare and contrast meter and note/rest values

PO 3. Sing and/or play a simple rhythm pattern

*Possible links: Mathematics –numbers, count, add, divide, time*

## THE ARTS

### MUSIC

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **FOUNDATIONS (Grades 1-3)**

- **1AM-F4. Sing/play expressively, on pitch and in rhythm with appropriate dynamics, phrasing, interpretation, timbre, diction, posture and tempo**

PO 1. Listen to and describe the elements of expressive music

PO 2. Perform a piece with expression

PO 3. Compare and contrast music performed with and without expression

*Possible links to: Comprehensive Health - bodily balance; Social Studies – values*

- **1AM-F5. Perform independent instrumental parts while other students sing or play contrasting parts**

PO 1. Perform instrumental part alone

PO 2. Perform instrumental part with contrasting parts of group

*Possible link to: Science - cause/effect, interaction*

## THE ARTS

### MUSIC

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **FOUNDATIONS (Grades 1-3)**

- **1AM-F6. Identify form, tension and release, and balance in music from listening to examples**

*Possible link to: Art - color, line, form, balance, texture*

- **1AM-F7. Improvise in consistent style, meter and tonality (e.g., simple rhythmic variations, simple melodic embellishments) on familiar melodies, short melodies**

PO 1. Identify a variety of elements for a given style

PO 2. Perform a song in the specific style chosen (in PO 1)

PO 3. Improvise musical segments in various styles

*Possible link to: Social Studies – culture, region, history, socialization, values*

## THE ARTS

### MUSIC

#### ***STANDARD 1: CREATING ART (continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **FOUNDATIONS (Grades 1-3)**

- **1AM-F8. Sing/perform with expression and technical accuracy a variety of musical literature representing diverse genres and cultures, with level of difficulty 2 on a scale of 1-6, including some songs performed from memory**

PO 1. Sing/play numerous pieces within specific styles

PO 2. Perform music of various styles for an audience

PO 3. Perform music from memory

*Possible links to: Foreign Language - communication, culture, communities; Social Studies - culture, region, history, socialization, values*

- **1AM-F9. Create/arrange short songs and instrumental pieces within specified guidelines, using a variety of sound sources**

*Note: Sound sources may include, but are not limited to, body percussion, found objects, non-pitched instruments, pitched instruments, computer generated sound sources*

*Possible links: Comprehensive Health – kinesiology, skeletal; Science- sound, electricity*

## THE ARTS

### MUSIC

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **FOUNDATIONS (Grades 1-3)**

- **1AM-F10. Listen to musical examples with sustained attention and self-discipline**

*Possible link to: Social Studies – socialization values*

- **1AM-F11. Use standard musical notation to record personal musical ideas and the ideas of others**

PO 1. Identify constructs of standard musical notation

PO 2. Write standard musical notation

PO 3. Notate simple rhythmic and melodic dictation accurately

*Possible link to: Art – symbolism*



## THE ARTS

### MUSIC

#### ***STANDARD 2: ART IN CONTEXT***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **FOUNDATIONS (Grades 1-3)**

- **2AM-F1. Identify various uses (e.g., songs of celebration, game songs, marches, dance music, work songs) of music in daily experiences and describe characteristics that make certain music suitable for each use**

PO 1. Describe how music is used in daily experiences

PO 2. List and classify songs used in different settings

PO 3. Describe characteristics that make music suitable for each setting

*Possible links to: Foreign Language – culture, communities; Social Studies – culture, race, region, location, history*

- **2AM-F2. Identify, by genre or style, examples of music from historical periods and cultures**

PO 1. Identify historical periods and cultures

PO 2. Classify musical examples into appropriate periods and cultures

*Possible links to: Foreign Language – culture, communication, communities; Social Studies - culture, race, region, location, history*

## THE ARTS

### MUSIC

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **FOUNDATIONS (Grades 1-3)**

- **2AM-F3. Identify and describe the roles of musicians (e.g., orchestra conductor, folk singer, church organist) in various musical settings and cultures**

PO 1. Discuss the roles of different musical careers

PO 2. List and classify a variety of musical careers that fit various settings and cultures

PO 3. Describe the roles of musicians in various musical settings

*Possible links to: Social Studies - culture, race, region, location, history*

- **2AM-F4. Explain personal preference for a specific musical work, using appropriate terminology**

PO 1. Describe characteristics that make music suitable for each setting

*Possible links to: Foreign Language – culture, communities; Social Studies – culture, race, region, location, history*

## THE ARTS

### MUSIC

#### *STANDARD 3: ART AS INQUIRY*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **FOUNDATIONS (Grades 1-3)**

- **3AM-F1. Use appropriate terminology (e.g., tempo, meter, style, tonality, quarter notes/whole notes, types of musical instruments and voices) to describe and explain music**

PO 1. Identify various musical terms

PO 2. Describe a piece of music using appropriate terminology

- **3AM-F2. Explain personal preferences for specific musical works and styles**
- **3AM-F3. Identify and discuss the similarities and differences in music produced by themselves and others, using technology as one means of communicating personal ideas in a variety of forums (e-mail, Internet, MIDI technology, web pages)**

## THE ARTS

### MUSIC

#### **STANDARD 3: ART AS INQUIRY** *(continued)*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **FOUNDATIONS (Grades 1-3)**

- **3AM-F4. Describe criteria for evaluating performances and compositions**

PO 1. List constructs of performance (i.e., diction, articulation, style, genre)

PO 2. Outline which constructs occurred in a given performance

PO 3. Evaluate a given performance based upon the criteria from PO 2

- **3AM-F5. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with music**

PO 1. Identify various principles of music

PO 2. Identify various principles of other disciplines

PO 3. Describe the interrelationship of principles from PO 1 and PO 2

*Possible links to: Art - color, line, form, space, texture, balance, rhythm, harmony, emotional, meaning; Comprehensive Health/ Dance - time, force, energy, rhythm, motion, movement, kinesiology; Foreign Language - culture, communication, communities; Mathematics – numbers, count, add, divide, measurement, time, geometry, line; Science – equilibrium of force and structure, sound, cycle, chance, cause/effect, energy, balance, theory; Social Studies – culture, race, region, location, history*

## THE ARTS

### MUSIC

#### ***STANDARD 3: ART AS INQUIRY (continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **FOUNDATIONS (Grades 1-3)**

- **3AM-F5. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with music**

PO 1. Identify various principles of music

PO 2. Identify various principles of other disciplines

PO 3. Describe the interrelationship of principles from PO 1 and PO 2

*Possible links to: Art - color, line, form, space, texture, balance, rhythm, harmony, emotional, meaning; Comprehensive Health/Dance - time, force, energy, rhythm, motion, movement, kinesiology; Foreign Language - culture, communication, communities; Mathematics – numbers, count, add, divide, measurement, time, geometry, line; Science – equilibrium of force and structure, sound, cycle, chance, cause/effect, energy, balance, theory; Social Studies – culture, race, region, location, history*

## THE ARTS

### VISUAL ARTS

#### **STANDARD 1: CREATING ART**

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **FOUNDATIONS (Grades 1-3)**

- **1AV-F1. Select and use subjects, themes and symbols in works of art**

PO 1. Use subjects in a work of art

PO 2. Use themes in a work of art

PO 3. Use symbols in a work of art

*Possible links to: Language Arts – subjects and themes; Social Studies – subjects and themes; Technology – use of electronic encyclopedias, indexes, catalogs as references*

- **1AV-F2. Use additional arts media (e.g., crayon, photography, pastels, video), techniques, and processes to communicate a variety of ideas, experiences and responses**

PO 1. Use unfamiliar art media in a work of art

PO 2. Use unfamiliar techniques and processes in a work of art

PO 3. Demonstrate how different media, techniques and processes can be used to communicate a variety of ideas, experiences and responses

*Possible links to: Language Arts - viewing and presenting recognized use of various visual media; Physical Science - properties of materials; Social Studies - source of subjects and themes; Technology - use of electronic encyclopedias, indexes, catalogs as references*

## THE ARTS

### VISUAL ARTS

#### **STANDARD 1: CREATING ART**

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **FOUNDATIONS (Grades 1-3)**

- **1 AV-F3. Demonstrate knowledge and use of a variety of techniques, processes and media to create two- and three-dimensional artworks**

PO 1. Create a two-dimensional artwork using a variety of techniques, processes and/or media

PO 2. Create a three-dimensional artwork using a variety of techniques, processes and/or media

*Possible links to: Mathematics - patterns and geometry; Physical Science – demonstrate properties and effects of materials; Technology - interrelationships to produce a product or solve a problem*

- **1AV-F4. Apply the elements of art and principles of design (e.g., showing perspective by varying the size of objects in a landscape) to create and control mass, form and space constructions**

PO 1. Create an artwork with overlapping objects to show depth on a two-dimensional surface

PO 2. Use varying sizes of objects in a composition to show depth (e.g., foreground objects appear larger than background objects)

*Possible links to: Mathematics –measurement and discrete mathematics; Science – optical illusions; Technology – interrelationships to produce a product or solve a problem*

## THE ARTS

### VISUAL ARTS

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **FOUNDATIONS (Grades 1-3)**

- **1AV-F5. Organize and develop visual solutions to given problems such as using color and line to influence a response (e.g., joy, warmth, happiness, sadness) from the viewer**

PO 1. Determine a variety of possible solutions to a given artistic problem (e.g., brainstorming)

PO 2. Select best options to a given artistic problem

PO 3. Create a work based on selected solution to the given artistic problem

*Possible links: Mathematics – hypothesis generation and experimentation; Science – history and nature; Social Studies - symbols in society*

- **1AV-F6. Use visual structures (e.g., organizational principles, expressive features, sensory qualities) to organize the components of own work into a cohesive and meaningful whole**

PO 1. Create a finished work of art based on organizational principles (e.g., rhythm, emphasis, unity)

PO 2. Use expressive qualities to create meaning in a finished work of art

*Possible links: Language Arts – organization of ideas; Mathematics – patterns and Fibonacci series; Science - balance and gravity*



## THE ARTS

### VISUAL ARTS

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **FOUNDATIONS (Grades 1-3)**

- **1AV-F7. Expand knowledge and use of different arts media (e.g., metals, paper casting, computer graphics, fiber arts)**

PO 1. Describe characteristics of art media

*Possible links to: Science - properties of material; Social Studies - natural resources; Technology - product production, problem solving*

- **1AV-F8. Demonstrate responsible use of tools and materials**

*Possible links to: Technology - proper use of tools; Workplace - responsibility, task completion*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 2: ART IN CONTEXT***

Students demonstrate how interrelated conditions (social, economic, political, time, and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **FOUNDATIONS (Grades 1-3)**

- **2AV-F1. Select and demonstrate an understanding of how subject matter communicates meaning, themes, and ideas in works made by themselves and others**

PO 1. Match similar subject matter in art images/objects

PO 2. Match various subject matter with various meanings or themes (i.e., smiling face with happiness or cityscape with growth of society)

*Possible link to: Social Studies – cultural awareness*

- **2AV-F2. Demonstrate how elements of time period and location influence art**

PO 1. Identify characteristics of particular periods of time within the history of art

PO 2. Recall past information to suggest various influences on art images/objects (e.g., it looks like ...)

*Possible links to: Language Arts – articulation; Social Studies - time and place influences*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time, and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **FOUNDATIONS (Grades 1-3)**

- **2AV-F3. Identify and describe how history, culture and visual arts can and do influence one another**

PO 1. Identify art images/objects from a particular culture

PO 2. Tell what changes occur over time in a particular culture

PO 3. Find commonalities in art images/objects from various cultures and time periods

PO 4. Restate the purpose an art image/object served based on the cultural history of the maker (e.g., Kachina dolls to the Hopi)

*Possible links to: Foreign Language – cultural awareness and influences;  
Mathematics - number lines/time lines;  
Social Studies - historical influences*

- **2AV-F4. Identify realistic abstract and nonobjective artworks**

PO 1. Identify realistic artworks

PO 2. Identify abstract artworks

PO 3. Identify nonobjective artworks

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time, and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **FOUNDATIONS (Grades 1-3)**

- **2AV-F5. Describe careers (e.g., children’s book illustrator, sculptor, graphic designer, painter, arts teacher, photojournalist, museum curator, architect, film animator) in the visual arts**

PO 1. Identify careers in the visual arts

PO 2. Explore possible career options in visual art

PO 3. Identify the skills needed and career options in the creation of a product (e.g., the process of book making from idea to completion)

PO 4. Present visual arts career information (e.g., role-playing, posters)

*Possible links to: Language Arts – articulation; Social Studies – historical preservation; Technology – skills required for various careers; Workplace – career awareness*

## THE ARTS

### VISUAL ARTS

#### **STANDARD 3: ART AS INQUIRY**

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **FOUNDATIONS (Grades 1-3)**

- **3AV-F1. Identify and discuss the similarities and differences of art produced by themselves and others, using technology as one means of communicating personal ideas in a variety of forums**

PO 1. Compare works of art produced by themselves to communicate a personal idea

PO 2. Compare works of art produced by others to communicate a personal idea

PO 3. Use electronic media to describe similarities and differences between artworks

*Possible links to: Language Arts – purposeful writing; Technology – keyboard skills, word processing*

- **3AV-F2. Understand there are various purposes for creating works of art**

PO 1. Explain various purposes for art (e.g., function, ceremonial)

PO 2. Identify various uses for artworks in time and context

PO 3. Determine the other purposes the artwork could have served

*Possible links to: Language Arts – articulation; Mathematics – categorizing; Social Studies - time and place concepts; Technology - electronic information sources*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **FOUNDATIONS (Grades 1-3)**

- **3AV-F3. Provide a rationale for why they like or dislike specific artworks based on the art elements, principles of design values and themes**

PO 1. Use the elements of art to provide a rationale for one's own like or dislike of a specific artwork

PO 2. Use the principles of design to provide a rationale for like or dislike of a specific artwork

PO 3. Use values and themes to provide a rationale for one's own like or dislike of a specific artwork

*Possible links: Language Arts – articulation; Mathematics – categorizing; Social Studies - time and place; Workplace – electronic information sources*

- **3AV-F4. Use appropriate visual art terminology to describe artworks**

PO 1. Describe artworks using the elements of art and principles of design

PO 2. Describe artworks based on its art form, tools, media, and processes used (e.g., sculpture, chisel, stone, and reduction)

*Possible links to: Foreign Language – terminology deviations; Language Arts - articulation, vocabulary; Workplace - content vocabulary*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **FOUNDATIONS (Grades 1-3)**

- **3AV-F5. Describe how personal experiences and outside influences may affect the work of an artist, as well as the perceptions of the viewer**

PO 1. Identify the influences and experiences of the artist in relationship to a particular artwork

PO 2. Identify the influences and experiences of the viewer in relationship to a particular artwork

PO 3. Compare the influences and experiences of the artist and viewer in relation to a particular artwork

*Possible links to: Language Arts – articulation; Social Studies - social context; Technology - use electronic information sources*

## THE ARTS

### THEATRE

#### ***STANDARD 1: CREATING ART***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **FOUNDATIONS (Grades 1-3)**

- **1AT-F1. Working within a group use selected characters, environments, and actions to improvise a dramatic problem; formalize by recording and/or writing the dialogue and stage directions**

PO 1. Describe characters within a dramatic activity

PO 2. Sequence the events in the dramatic activity

PO 3. Describe the environment

PO 4. Choose appropriate props to enhance the scene

PO 5. Improvise a dramatic scene

PO 6. Write or record improvised dialogue and stage movement

*Possible links to: Language Arts – writing process, information gathering*

- **1AT-F2. Imagine and clearly describe (e.g., through variations of movement and gesture, vocal pitch, volume and tempo characters, their relationships, what they want and why**

PO 1. Describe the imagined characters and their wants and needs (motivation), and basic relationships with the other characters in the scene

PO 2. Demonstrate the character motivations and relationships through dialogue and movement

*Possible link: Science- social perspectives*



## THE ARTS

### THEATRE

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **FOUNDATIONS (Grades 1-3)**

- **1AT-F3. As a character, play out her/his wants by interacting with others, maintaining concentration, and contributing to the action of classroom improvisations (e.g., scenes based on personal experience and heritage, imagination, literature and history)**

PO 1. Develop small group improvisations based on characters' wants and needs

PO 2. Interact in role with other characters in the improvisation

PO 3. Use an imaginative range of movement and dialogue that is appropriate to the characters within the improvisation

*Possible links: Language Arts – literature;  
Social Studies - history*

- **1AT-F4. Draw or verbally describe mental images for the time, place and mood of classroom dramatizations**

PO 1. As a group, decide on a time, place and mood for the improvisation

PO 2. Use line, shape, texture, color, space, balance and pattern to depict the mental image that was developed through the group process

*Possible links: Language Arts - literature;  
Social Studies - historical frameworks;  
Visual Art - drawing, elements/principles of design*

## THE ARTS

### THEATRE

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **FOUNDATIONS (Grades 1-3)**

- **1AT-F5. Collaborate to choose elements of scenery, objects, sound, lighting, clothing and makeup to suggest the place, mood and characters for classroom dramatizations**

PO 1. Choose available scenery pieces and/or props to suggest the chosen environment

PO 2. Choose to lighten or partially darken the room to enhance the mood of the improvisation

PO 3. Choose or create sound exploring a variety of sound media (e.g., body percussion, pitched and unpitched percussion, voices, found sounds, electronic sources) to enhance the meaning and mood of the improvisation

PO 4. Choose available clothing, accessories, and props to suggest character

*Possible links to: Music - rhythm, tempo;  
Science - sound*

## THE ARTS

### THEATRE

#### **STANDARD 2: ART IN CONTEXT**

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **FOUNDATIONS (Grades 1-3)**

- **2AT-F1. Research information (e.g., social, economic, political, time, place) to enrich classroom dramatizations**

*Given a story to improvise:*

PO 1. Use a variety of sources (e.g., library books, family information, pictures) to develop an image of the look, sound, touch, taste of the time and place of the story

*Possible links to: Comprehensive Health – senses; Foreign Language – culture*

- **2AT-F2. Identify, by genre, examples of theatre about historical periods and cultures**

*Given an opportunity to see a production (television, film, theatre) about a different time or culture:*

PO 1. Identify the culture by country of setting and time

PO 2. Explain the differences between comic and serious drama

*Possible links to: Foreign Language – culture; Social Studies – history; Visual Art - art history*

## THE ARTS

### THEATRE

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **FOUNDATIONS (Grades 1-3)**

- **2AT-F3. Demonstrate how interrelated conditions (e.g., social, economic, political, time, place) influence the characters and stories in theatre**

PO 1. Describe how place (e.g., cold or hot climate, desert or rain forest) and time (e.g., past, present or future) affects the characters in a play, film or television show

*Possible links to: Foreign Language – culture; Social Studies - history, economics; Visual Art - art history*

- **2AT-F4. Discuss the role of theatre, film, television and electronic media in their lives and in the lives of others**

PO 1. Graph how much television, film and theatre is viewed by one's self and others

## THE ARTS

### THEATRE

#### **STANDARD 3: ART AS INQUIRY**

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **FOUNDATIONS (Grades 1-3)**

- **3AT-F1. Describe how the performers communicate their characters and how the costumes, set, lights and sound contribute to classroom dramatizations and dramatic performances**

PO 1. Describe the movement and vocal choices of the actors that helped to depict or distinguish their character

PO 2. Discuss how costumes, set, lights, and sound helped to communicate the time, place and mood of the play

*Possible links to: Technology - tools*

- **3AT-F2. Infer a character's motivation and emotions and predict future action or the resolution to a conflict in the drama**

PO 1. Identify the characters' feelings at several specified moments in the play and speculate why they felt that way

PO 2. Determine the motivations of two different characters in the play and determine the optional ending that each character would like to see

PO 3. Discuss what might or could happen after the play ends

*Possible link to: Comprehensive Health – relationships*

## THE ARTS

### THEATRE

#### **STANDARD 3: ART AS INQUIRY** *(continued)*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **FOUNDATIONS (Grades 1-3)**

- **3AT-F3. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with theatre**

PO 1. Identify how a “good” speaking voice is similar to a singing voice

PO 2. Discuss the effect of the music’s genre, style, tempo, etc., in a theatre production

PO 3. List elements of the short story that are similar to those of a drama

PO 4. Relate subject matter of a play (time, place, story) to an historical event or personal/social problem

PO 5. Identify and explore how actor movement is similar to dance in its use of space, range, tempo, and energy of movement

PO 6. Discuss the visual art elements used in a theatrical presentation

PO 7. Discuss how physical fitness is important to actors

*Possible links to: Comprehensive Health – fitness; Foreign Language culture, communication; Mathematics - placement, balance, ratio*

## THE ARTS

### THEATRE

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **FOUNDATIONS (Grades 1-3)**

- **3AT-F4. Analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations, along with means of improving the collaborative process of planning, playing, responding, and evaluating**

PO 1. Discuss appropriate ways to give, take, and use constructive criticism

PO 2. Describe what was effective about character dialogue and actions in telling a story

PO 3. Suggest alternative dialogue and/or actions to tell a story or communicate character or movement

PO 4. Suggest vocal techniques (e.g., volume, tempo, range, energy, clarity) that improve communication of character

PO 5. Evaluate how well participants in classroom dramatizations worked together (e.g., listening, accepting ideas of others)

*Possible links to: Science – life, sound;  
Workplace - relationship skills*

## THE ARTS

### THEATRE

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **FOUNDATIONS (Grades 1-3)**

- **3AT-F5. Explain personal preferences for specific dramatizations**

PO 1. Identify a character that one enjoyed and explain one's own reaction

PO 2. Identify and explain why a story, incident, or problem found in a play is interesting

- **3AT-F6. Compare and contrast art forms by describing theatre, film, television or electronic media productions, using technology as one means of communicating personal ideas in a variety of forums**

PO 1. View several dramatic pieces (e.g., an historical/biographical play, fantasy, cartoon) and summarize each story

PO 2. Compare and contrast characters, action, and environment within those productions



## THE ARTS

### DANCE

#### ***STANDARD 1: CREATING ART***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **FOUNDATIONS (Grades 1-3)**

- **1AD-F1. Demonstrate appropriate kinesthetic response and ability to concentrate while performing movement skills**

PO 1. Demonstrate sustained focus while working on a movement task

PO 2. Demonstrate accuracy in performing locomotor and nonlocomotor movement

PO 3. Move in response to words, emotions, sounds, imagery or music

*Possible link to: Language Arts – word recognition*

- **1AD-F2. Create a movement phrase with a beginning, middle and end with, and without, a rhythmic accompaniment with shapes at low, middle and high levels**

PO 1. Suggest possible beginnings, middles, and endings for a movement phrase

PO 2. Demonstrate shapes at low, middle and high levels

PO 3. Create and demonstrate a complete movement phrase with, or without, accompaniment

PO 4. Create individual and group design

*Possible link to: Mathematics – shapes, lines*

## THE ARTS

### DANCE

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **FOUNDATIONS (Grades 1-3)**

- **1AD-F3. Discuss own impressions (e.g., based on life experiences, concepts from other sources) of a dance**

PO 1. Observe and discuss a dance

PO 2. Describe selected parts of a dance

PO 3. Discuss how dance relates to personal experience

*Possible link to: Social Studies – values*

- **1AD-F4. Demonstrate movement qualities (e.g., energy, force, power)**

PO 1. Demonstrate the difference between tension and relaxation in stillness and motion

PO 2. Demonstrate the differences between strong, light and heavy movement

PO 3. Demonstrate the ability to vary the intensity of dynamics by changing the amount of energy used in a given movement

*Possible link to: Science - energy, change, motion*

## THE ARTS

### DANCE

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **FOUNDATIONS (Grades 1-3)**

- **1AD-F5. Invent multiple solutions to movement problems**

PO 1. Create several endings to a movement phrase

PO 2. Change the order of a movement sequence

PO 3. Combine dynamics in a movement phrase

*Possible link to: Mathematics – problem solving, addition, subtraction*

- **1AD-F6. Create a dance phrase, then vary it, making changes in time, space and energy/force**

PO 1. Create a dance phrase, then vary the tempo

PO 2. Create a dance phrase, then vary the directions and level

PO 3. Create a dance phrase, then vary the energy used

*Possible link to: Visual Art - line, form;  
Music - tempo*

## THE ARTS

### DANCE

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **FOUNDATIONS (Grades 1-3)**

- **1AD-F7. Demonstrate the ability to copy, lead, follow and mirror**

PO 1. Follow and/or copy movements and shapes of a designated leader

PO 2. Improvise with a partner or group as if looking into a mirror while sitting, standing and/or moving through space

PO 3. Lead movements to be imitated by a group or partner

## THE ARTS

### DANCE

#### ***STANDARD 2: ART IN CONTEXT***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **FOUNDATIONS (Grades 1-3)**

- **2AD-F1. Observe and describe the action and movement elements (e.g., time, space, energy/force) in a brief movement study**

PO 1. Identify the movements in a brief movement study

PO 2. Identify the dance elements of time (e.g., meter, tempo), space (e.g., directions, levels), and energy (e.g., intensity, dynamics) in a brief movement study

PO 3. Analyze the dance elements of time, space, and energy in a brief movement study

- **2AD-F2. Describe how dances are similar and different in terms of one of the dance elements (e.g., space, shape, level, pathways)**

PO 1. Observe various forms and styles of dance (e.g., ballet, modern, jazz)

PO 2. Identify the similarities and differences between various dance styles

*Possible link to: Mathematics - one-to-one correspondence*

## THE ARTS

### DANCE

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **FOUNDATIONS (Grades 1-3)**

- **2AD-F3. Select and demonstrate folk dances from various cultures and describe the cultural and historical context of each**

PO 1. Observe and perform simple folk and ethnic dances

PO 2. Identify similarities and differences between dances of different cultures and historical periods

PO 3. Explain how dance is part of today's cultures

*Possible link to: Social Studies – culture, geography*

- **2AD-F4. Identify and describe roles of dancers (e.g., Hopi butterfly dancers, ballet dancers, square dancers, Ballet Folklórico performers, modern dancers, East Indian Classical dancers) in various dance settings and cultures**

PO 1. Define the role of dancers in various dance settings and cultures

PO 2. Identify ways that the dancers' roles define, express, and communicate culture

*Possible link to: Social Studies – geography*

## THE ARTS

### DANCE

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **FOUNDATIONS (Grades 1-3)**

- **2AD-F5. Explain how healthful practices enhance one's own ability to dance**

PO 1. Identify appropriate warm-up activities

PO 2. Identify the eating and sleeping habits that enhance the ability to dance

*Possible link to: Comprehensive Health – nutrition*

## THE ARTS

### DANCE

#### ***STANDARD 3: ART AS INQUIRY***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **FOUNDATIONS (Grades 1-3)**

- **3AD-F1. Present their own dances to peers and discuss their meaning with competence and confidence**

PO 1. Perform dance compositions for others

PO 2. Describe what their dance is about

PO 3. Explain the choices made to create the dance

*Possible link to: Language - verbal communication*

- **3AD-F2. Discuss differing interpretations of, and reactions to, a dance produced by themselves and others, using technology as one means of communicating personal ideas in a variety of forums**

PO 1. Use another medium (e.g., tape recorder, computer, camcorder) to communicate personal impressions of dance



## THE ARTS

### DANCE

#### *STANDARD 3: ART AS INQUIRY*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **FOUNDATIONS (Grades 1-3)**

- **3AD-F3. Recognize and explore multiple solutions to a given movement problem**

PO 1. Identify multiple solutions to a given movement problem

PO 2. Create multiple solutions to a given movement problem

PO 3. Share multiple solutions to a given movement problem

- **3AD-F4. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with dance**

PO 1. Explore the correlation between dance and other subject areas

## THE ARTS

### MUSIC

#### ***STANDARD 1: CREATING ART***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 4-5)**

- **1AM-E1. Expand note-reading ability to include sixteenth and dotted notes, and rests in 6/8, 3/8, and *alla breve* (cut time) meter signatures**

PO 1. Identify meter and note/rest values

PO 2. Compare/contrast meter and note/rest values

PO 3. Speak and/or sing and/or play examples of music utilizing the above elements

*Possible links: Art – rhythm; Comprehensive Health/Dance - pulmonary rhythms, circulatory rhythms; Mathematics - numbers, count, add, divide, measurement; Science – rhythm*

- **1AM-E2. Articulate notes on the page (e.g., letters [a, b, c, d, e, f, g], numbers [1, 2, 3, etc.], syllables [do, re, mi, etc.])**

PO 1. Read simple notation

*Possible links to: Mathematics - numbers, linear measurement, line; Science – sound*

## THE ARTS

### MUSIC

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 4-5)**

- **1AM-E3. Sing/perform accurately and with good breath control, tone quality, posture and technique**

PO 1. Demonstrate appropriate diaphragmatic breathing in vocal and instrumental music

PO 2. Stand/sit with posture appropriate to activity

*Possible links to: Comprehensive Health/ Dance - pulmonary, circulatory, bodily balance; Science - anatomy, physiology, equilibrium of force, structure*

- **1AM-E4. Sing/play in ensemble or alone, with expression and technical accuracy, a varied repertoire of musical literature with level of difficulty 3 on a scale of 1-6, including some songs performed from memory**

PO 1. Perform pieces of various styles for an audience with expression (e.g., dynamics, phrasing) and technical accuracy (e.g., breath support, pitch, diction)

*Possible links to: Foreign Language - communication, culture, communities; Social Studies - culture, race, region, history*

## THE ARTS

### MUSIC

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 4-5)**

- **1AM-E5. Recognize and perform the major and minor scale structures**

PO 1. Identify pattern of whole and half-steps in the major and minor scales (natural and harmonic)

PO 2. Sing/play tetrachord/major scales

*Possible links to: Mathematics – measurement, linear measurement; Science - sound, cycle, cause/effect, balance*

- **1AM-E6. Sight-read accurately and expressively music with level of difficulty 2 on a scale of 1-6**

PO 1. Sight-read at level of difficulty 1

- **1AM-E7. Improvise simple harmonic accompaniments and melodies**

PO 1. Identify tonic and dominant chords

PO 2. Play an improvised harmonic accompaniment using tonic and dominant chords

PO 3. Sing and/or play an improvised melody based on a two-chord progression

*Possible link to: Science - sound*

## THE ARTS

### MUSIC

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 4-5)**

- **1AM-E8. Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance**

PO 1. Create a 2, 4, or 8 bar piece using standard or nonstandard notation

*Possible links to: Art - texture, balance, symmetry/asymmetry; Mathematics – symmetry/asymmetry*

- **1AM-E9. Identify and demonstrate the basic physical and scientific properties of the technical aspects of music (e.g., acoustics, resonance, intervals, materials used in the construction of instruments, computer keyboards and workstations, Musical Instrument Digital Interface [MIDI], Computer Assisted Musical Instruction [CAMI], mathematics, human anatomy)**

PO 1. Explain the nature of sound as vibration

PO 2. Describe the effect an instrument's physical properties will have upon its sound

PO 3. Analyze the qualities that differentiate one instrument or voice from another

*Possible links to: Science - sound, equilibrium of force and structure, matter, electricity; Technology - essential skills, current technologies*

## THE ARTS

### MUSIC

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 4-5)**

- **1AM-E10. Use a variety of traditional (e.g., voices, instruments) and non-traditional (e.g., paper tearing, clapping, finger snapping, pencil tapping) sound sources and electronic media when composing and arranging**

*Possible links to: Science - sound, equilibrium of force and structure, matter, electricity; Technology - essential skills, current technologies*

## THE ARTS

### MUSIC

#### ***STANDARD 2: ART IN CONTEXT***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 4-5)**

- **2AM-E1. Analyze the uses of dynamics, pitch, duration, melodic contour, structure, timbre, and tempo in aural examples representing diverse genres and cultures**

PO 1. Describe characteristics of various musical genres and cultures

*Possible link to: Social Studies - culture, race, region, location, history*

- **2AM-E2. Describe and classify by genre and style listening examples of high quality; explain the characteristics that cause those selections to be exemplary**

PO 1. Identify characteristics of various musical genres and styles

- **2AM-E3. Discuss diverse functions which music serves**

PO 1. Identify various settings where music is used

*Possible links to: Foreign Language – culture, communities; Social Studies – culture, race, region, location, history*

## THE ARTS

### MUSIC

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 4-5)**

- **2AM-E4. Compare the roles of musicians (e.g., music video performer, symphony conductor, opera soloist, gospel choir singer, recording artist, film score composer/arranger, church organist, Apache violinist) according to the various functions and the conditions under which music is performed**

PO 1. Identify the roles and responsibilities of various music professions



## THE ARTS

### MUSIC

#### **STANDARD 3: ART AS INQUIRY**

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 4-5)**

- **3AM-E1. Devise and apply criteria for evaluating performances and compositions**

PO 1. Identify criteria used in evaluating performances and compositions

*Possible link to: Social Studies - culture, race, region, location, socialization, values*

- **3AM-E2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with music**

PO 1. Describe elements of subject matter in other disciplines

PO 2. Compare/contrast elements from PO 1 with the elements used in music

*Possible links to: Art - color, line, form, space, texture, balance, rhythm, harmony, emotional, meaning; Comprehensive Health/Dance - time, force, energy, rhythm, motion, movement, kinesiology; Foreign Language - culture, communication, communities; Mathematics - numbers, count, add, divide, measurement, time, geometry, line; Science - equilibrium of force and structure, sound, cycle, chance, cause/effect, energy, balance, theory; Social Studies - culture, race, region, location, history*

## THE ARTS

### MUSIC

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 4-5)**

- **3AM-E3. Analyze and demonstrate the use of the elements of music (e.g., in live and recorded performance, verbal discussion)**

PO 1. Analyze how music is used to reflect particular moods and feelings

PO 2. Demonstrate a story utilizing the elements of music

*Possible links to: Art - color, line, form, space, texture, balance, rhythm, harmony, emotional, meaning; Comprehensive Health/ Dance - time, force, energy, rhythm, motion, movement, kinesiology*

## THE ARTS

### VISUAL ARTS

#### *STANDARD 1: CREATING ART*

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 4-5)**

- **1AV-E1. Choose the most appropriate media, techniques, and processes to enhance communication of one's own ideas and experiences**

PO 1. Create artwork using the most appropriate media to communicate ideas and experiences

- **1AV-E2. Demonstrate increasing technical ability and skill to complete visual arts assignments**

PO 1. Demonstrate technical ability and skill to complete visual arts assignments

PO 2. Demonstrate improvement of technical ability and skill in a sequence of one's own artwork

PO 3. Produce a portfolio demonstrating improved technical ability and skill

*Possible links to: Language Arts – illustrations; Mathematics - charts, graphs; Technology - use of tools*

## THE ARTS

### VISUAL ARTS

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 4-5)**

- **1AV-E3. Identify and demonstrate the basic physical and scientific properties of the technical aspects of visual arts media (e.g., glazes, paints, printing equipment, photo papers/chemicals, fiber dyes, kilns, cameras, computer software and hardware, mathematics, light, tensile strength)**

PO 1. Identify basic physical and scientific properties of the technical aspects of visual arts media

PO 2. Demonstrate, within one's own artworks, the basic physical and scientific properties of the technical aspects of visual arts media

*Possible links to: Mathematics – ratios;  
Science - properties of materials;  
Technology - advances, use of tools*

- **1AV-E4. Continue to expand knowledge and use of different arts media, acquiring several new techniques**

PO 1. Know how to use different arts media and techniques

PO 2. Demonstrate the use of different arts media and techniques

*Possible links to: Language Arts - reading instructions; Science - properties of materials; Social Studies - social and cultural advancements; Technology - use of tools and materials to create a product*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 4-5)**

- **1AV-E5. Investigate and sequence multiple visual solutions to a given problem, making revisions and articulating the rationale for the best solutions**

PO 1. Identify the issues to be addressed within one's own artwork

PO 2. Determine the variety of options one could use in producing an artwork to address an artistic problem

PO 3. Select the specific options that would best solve an artistic problem

PO 4. Create an artwork that best solves an artistic problem

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 2: ART IN CONTEXT***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 4-5)**

- **2AV-E1. Use subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics to communicate intended meaning in their artworks**

PO 1. Identify cultural and historical symbols for one's own meaning, past and present

PO 2. Apply subjects, themes or symbols from various cultural or historical contexts to one's own artwork that will communicate their intended meanings

PO 3. Compare and contrast the values and aesthetics of one's own work and the historic or cultural work with similar meanings

*Possible links: Language Arts – understanding visual symbolism; Mathematics - function symbols; Music – symbols; Science - symbols; Social Studies – symbols in context of time and place*

## THE ARTS

### VISUAL ARTS

#### **STANDARD 2: ART IN CONTEXT** *(continued)*

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 4-5)**

- **2AV-E2. Identify and investigate visual arts careers and qualifications, noting the personal and work attributes required to succeed**

PO 1. Determine careers in the visual arts

PO 2. Research a particular career choice for qualifications necessary

PO 3. List one's own personal strengths and interests and match those with existing arts careers

*Possible links to: Language Arts - research and articulation; Technology - skill requirements; Workplace Skills - career awareness*

- **2AV-E3. Identify and compare the characteristics of artworks that share similar subject matter, historical periods or cultural context**

PO 1. Determine characteristics in several artworks from the same cultural group

PO 2. Compare and contrast the characteristics of various cultural groups in similar time periods

PO 3. Compare and contrast the use of subject matter in various cultural groups in various time periods

*Possible links: Language Arts – articulation of genre; Mathematics - patterns and relationships; Technology - tools used to create; Workplace Skills – speak in a content area using appropriate vocabulary*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time, and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 4-5)**

- **2AV-E4. Describe the role art plays in culture and how it reflects, records and shapes history in various times, places and traditions**

PO 1. Explain functional and non-functional art forms

PO 2. Describe traditional art forms based on culture

PO 3. State the social, economic, political, geographic, or cultural implications of one's own work

*Possible links to: Language Arts – articulation; Mathematics - patterns and relationships; Technology - evaluate tools and materials used; Workplace Skills - articulation using appropriate vocabulary*



## THE ARTS

### VISUAL ARTS

#### **STANDARD 3: ART AS INQUIRY**

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 4-5)**

- **3AV-E1. Compare and contrast the various purposes for creating art**

PO 1. Analyze purposes for creating art

PO 2. Compare various purposes for creating art

PO 3. Contrast various purposes for creating art

*Possible links to: Language Arts – articulation; Social Studies – social context; Workplace Skills - share ideas*

- **3AV-E2. Identify the artistic styles of realistic, abstract and non-objective artworks**

PO 1. Identify realistic artworks

PO 2. Identify abstract artworks

PO 3. Identify non-objective artworks

*Possible links to: Language Arts – articulation; Mathematics - geometry and symmetry*

## THE ARTS

### VISUAL ARTS

#### **STANDARD 3: ART AS INQUIRY** *(continued)*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 4-5)**

- **3AV-E3. Interpret and describe the messages of contemporary and historic artworks in terms of cultural and ethnic influences**

PO 1. Describe the meaning of contemporary artworks in terms of a particular culture or ethnic background

PO 2. Describe the meaning of historical artworks in terms of a particular culture or ethnic background

*Possible links to: Language Arts – articulation; Social Studies - cultural and ethnic study; Technology - electronic information/research sources*

- **3AV-E4. Use art elements and the principles of design to describe the effective communication of ideas in one’s own personal work and in the work of master artists**

PO 1. Use the elements of art to describe the effective communication of ideas in the work of master artists of various cultures

PO 2. Use the principles of design to describe the effective communication of ideas in the work of master artists of various cultures

*Possible links to: Language Arts – articulation; Social Studies - historical context of master work; Technology - electronic information/research sources*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 4-5)**

- **3AV-E5. Describe and compare own responses and responses of others to works by artists from various eras and cultures**

PO 1. Develop one's own response about works from various eras and cultures

PO 2. Identify the responses of others about works from various eras and cultures

PO 3. Compare one's own response with the responses of others about works from various eras and cultures

*Possible links to: Language Arts – articulation; Social Studies - historical concept/social responses; Technology - electronic information/research sources*

- **3AV-E6. Describe and demonstrate the persuasive power of the visual arts to influence messages used by business, industry and politics**

PO 1. Identify images used to influence messages used by business, industry, and politics

PO 2. Describe the persuasive power of the images to influence messages used by business, industry and politics

*Possible links to: Language Arts – articulation, analyze visual media; Social Studies – political, economic and social ramifications of art*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 3: ART AS INQUIRY*** *(continued)*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 4-5)**

- **3AV-E7. Describe ways in which the principles and subject matter of other disciplines in the curriculum are interrelated with visual arts**

PO 1. Identify the curriculum concepts from other disciplines that are used in the visual arts (e.g., measurements in mathematics, writing and public speaking in language arts)

*Possible links to: all content areas*

- **3AV-E8. Demonstrate the process and value of critiquing one's own artwork and the work of others, using technology as one means of communicating personal ideas in a variety of forums**

PO 1. Demonstrate one process of critiquing an artwork

PO 2. Name a benefit of the critique process

*Possible link: Language Arts – articulation, analyze visual media; Social Studies - politics, economics, society*

## THE ARTS

### THEATRE

#### ***STANDARD 1: CREATING ART***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 4-5)**

- **1AT-E1. Create and script (e.g., through scenarios for improvisations and scripts), both individually and in groups, scenarios that develop tension and suspense between believable, interrelated characters**

PO 1. Develop a scene that has a simple series of actions with conflict, challenge, or problems for the characters

PO 2. Analyze the relationships and believability of the characters in the improvisation

PO 3. Use class discussions as a basis for scripting (in appropriate format) a scene that involves character, tension/conflict, and action

*Possible link to: Language Arts - creative writing, reading, formatting*

## THE ARTS

### THEATRE

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 4-5)**

- **1AT-E2. Demonstrate mental and physical attributes (e.g., concentration, sense recall, and ability to remember lines and cues; breath and vocal control, body alignment, flexibility, and coordination) required to communicate characters different from themselves**

PO 1. Concentrate as a character portraying simple identified role characteristics

PO 2. Demonstrate fluidity of dialogue in improvisations and when remembering lines and taking cues for scripted dramas

PO 3. Use simple vocal techniques (e.g., rate, tone, pitch, rhythm, tempo, volume) to create a believable character

PO 4. Use simple range of movement to differentiate one character from another

*Possible links to: Dance – movement;  
Science - sound, pitch; Social Studies –  
psychology*

## THE ARTS

### THEATRE

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 4-5)**

- **1AT-E3. Cooperate in an ensemble to rehearse and present improvisations and scripted scenes involving themselves as invented characters**

PO 1. In small groups cooperatively plan scenes or improvisations

PO 2. Rehearse an improvisation or scene making certain the action is seen and heard

PO 3. Participate in a classroom presentation and/or a film/video demonstrating vocal and movement techniques to portray a character

*Possible links: Language Arts –presentation skills; Workplace Skills – cooperation, planning*

- **1AT-E4. Identify and demonstrate the basic physical and chemical properties of the technical aspects of theatre (e.g., light, color, electricity, paint, set construction and makeup)**

PO 1. Demonstrate the effect of a light source on shadow (reflection, refraction and absorption) and mood

PO 2. Mix paint to create different colors, values, and hues; explain the process

*Possible links: Language Arts - presentation skills; Science - properties of matter, electricity; Technology - machines, color theory; Visual Art – color theory*

## THE ARTS

### THEATRE

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 4-5)**

- **1AT-E5. Analyze scenes for artistic and technical requirements; develop design based on musical and visual art principles that meet the requirements of the scene**

PO 1. Discuss how visual and aural design elements affect the audience

PO 2. Experiment with arts media and techniques to create a design that contributes to the mood and meaning of an improvisation (e.g., collage, computer image, sound plot)

*Possible links: Music - aural design elements; Social Studies - historical research; Technology - equipment use, computers; Visual Art - design, drawing; Workplace Skills – problem solving, collaboration*



## THE ARTS

### THEATRE

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 4-5)**

- **1AT-E6. Work collaboratively and safely to select and create elements of scenery, properties, lighting, sound, costumes and makeup that will suggest their designs**

PO 1. Use available art materials and tools to construct set pieces or select from a variety of sources, objects that can convey the image of the environment

PO 2. Make certain the action is seen and light sources colored to enhance the mood of the scene

PO 3. Record and play sound to enhance the mood and meaning of the scene

PO 4. Select costume accessories (e.g., from home wardrobes) to enhance the design of the performance and help delineate character

*Possible links: Music - aural design elements; Social Studies - historical research; Technology - apply information; Visual art - design, drawing; Workplace Skills - problem solving, collaboration*

## THE ARTS

### THEATRE

#### ***STANDARD 2: ART IN CONTEXT***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 4-5)**

- **2AT-E1. Analyze the physical, emotional and social dimensions of characters found in dramatic texts from various genre and media**

*Given a dramatic text or media presentation:*

PO 1. Identify and compare the physical traits (e.g., ethnicity, body shape, age, physical ability) of various characters

PO 2. Explain how the emotional range (e.g., feelings that motivate a character, feelings or reactions) of characters effects their personality

PO 3. Identify and compare the social status of characters

*Possible links to: Comprehensive Health – lifestyle; Foreign Language – culture; Workplace Skills - communication, critical thinking*

## THE ARTS

### THEATRE

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 4-5)**

- **2AT-E2. Explain and compare the roles and interrelated responsibilities of various personnel involved in theatre, film, television and/or electronic media productions**

PO 1. Explain what the playwright, actor, designer and director do to put on a play and the role of editor, camera operator in film

PO 2. Compare and contrast the roles and responsibilities of actors, designers and directors in film and theatre

*Possible link to: Workplace Skills – careers, personal traits*

## THE ARTS

### THEATRE

#### ***STANDARD 2: ART IN CONTEXT*** *(continued)*

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 4-5)**

- **2AT-E3. Explain how social concepts (e.g., cooperation, communication, collaboration, consensus, self-esteem, risk-taking, sympathy, empathy) apply in theatre and in daily life, literature or history**

PO 1. Utilizing their knowledge of social skills needed in the planning, rehearsing and presentation of a dramatic work, give examples from daily life when these skills are applicable

PO 2. Compare the social behavior of characters in a film/television and or theatre productions with examples from social behavior in similar situations in daily life

PO 3. Improvise scenes exemplifying these behaviors

*Possible link: Comprehensive Health – personal well-being behavior, family relationships*

## THE ARTS

### THEATRE

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 4-5)**

- **2AT-E4. Apply research to script writing, acting, designing and directing**

PO 1. Identify a variety of sources (e.g., library, school, community) to supply information about characters, environment, etc. to improve a performance

PO 2. Evaluate the research materials for appropriateness and usefulness to support character, story development and design

*Possible link to: Technology –research, material presentation*

- **2AT-E5. Analyze the emotional and social impact (e.g., historical and contemporary) of performances in their lives and the lives of others)**

PO 1. Analyze and describe orally or in writing a personal response to a play, film or other performance

PO 2. Describe how the characters in a situation might be similar to one experienced in real life

*Possible link to: Comprehensive Health - relationships*

## THE ARTS

### THEATRE

#### ***STANDARD 2: ART IN CONTEXT*** *(continued)*

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 4-5)**

- **2AT-E6. Select character representing various historical periods and cultures from scripts and other sources and illustrate how these characters 1) have similar needs and motivations and 2) reflect the conditions of their time and place**

PO 1. Identify and describe characters from dramatic productions from two historical periods and/or cultures

PO 2. Improvise a scene that places characters from two different historical periods or cultures in a problem situation

PO 3. Explain how and why the characters behaved as they did in the improvisation or the production

- **2AT-E7. Describe and compare responses to their own works and works by others**

PO 1. Identify similar and different emotional and critical responses to selected works of art

PO 2. Evaluate responses according to one's own objective or artists' perceived purpose

*Possible link to: Visual Art - art history, criticism*

## THE ARTS

### THEATRE

#### *STANDARD 3: ART AS INQUIRY*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 4-5)**

- **3AT-E1. Explain and justify the meanings constructed from their and others' dramatic performances**

PO 1. Identify and explain the effect of conflicts between characters in a dramatic production

PO 2. Describe how the conflict is related to daily life

PO 3. Formulate a general theme based on a play and its relationship to daily life

- **3AT-E2. Describe and analyze the effect of publicity, study guides, programs and physical environments on audience response and appreciation of dramatic performances**

PO 1. Discuss appropriate dress and behavior for attending or participating in various activities (e.g., sports, theatre, concert)

## THE ARTS

### THEATRE

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 4-5)**

- **3AT-E3. Describe ways in which the principles and subject matter of the curriculum are interrelated with theatre**

PO 1. Dramatize a story from classroom literature

PO 2. Interpret a story poem using musical instruments and movement

PO 3. Dramatize a concept from other subject areas (e.g., math, science) through pantomime, rap, two-voice poems, or other performance medium

PO 4. Improvise a scene demonstrating a science or social studies concept (e.g., enact a scene about a major scientific figure or a scene demonstrating how a scientific principle solves a problem)

*Possible links to: Comprehensive Health – relationships; Workplace Skills - well-being*



## THE ARTS

### THEATRE

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 4-5)**

- **3AT-E4. Analyze how characters change as a result of events in a drama and identify key messages or themes from a dramatic text or performance**

PO 1. Adapt a story to another time and place

PO 2. Explain how and why the dramatic elements (e.g., dialogue, setting, lighting, costuming, acting style) change in an adaptation

PO 3. Create and justify transitions between improvised or scripted scenes in a play

*Possible link to: Workplace Skills - critical thinking, organizing, cooperating*

## THE ARTS

### THEATRE

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 4-5)**

- **3AT-E5. Explain own personal criteria for evaluating their dramatic work and the work of others by identifying 1) the basic elements of a drama, and 2) the acting and process of theatrical design**

PO 1. Interpret the importance of time and place in a story

PO 2. Analyze the interrelationship among character, conflict/problem and resolution

PO 3. Construct a scenario with a definite beginning, middle and ending

PO 4. Evaluate the artistic choices (e.g., dialogue, setting, lighting, costuming, acting style) made in a performance

*Possible link to: Comprehensive Health - relationships, well-being*

## THE ARTS

### THEATRE

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 4-5)**

- **3AT-E6. Describe and evaluate their sense of the effectiveness of classmates' and others' contributions (e.g., as playwrights, actors, designers, directors) to the collaborative process of improvising, scripting and performing scenes**

PO 1. Describe the collaborative roles (e.g., listener, recorder, encourager, questioner) in creating drama

PO 2. Utilize collaboration when creating a theatrical performance

PO 3. Analyze the results of cooperation and collaboration in the creative process

*Possible link: Mathematics - measurement*

## THE ARTS

### DANCE

#### *STANDARD 1: CREATING ART*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 4-5)**

- **1AD-E1. Demonstrate the difference between literal gesture and abstract movement**

PO 1. Identify and demonstrate literal gestures (e.g., greeting, sports skill)

PO 2. Use the elements of dance to abstract a literal gesture

PO 3. Perform the abstracted literal gestures

- **1AD-E2. Demonstrate and explain alignment, balance, imitation of movement, articulation of isolated body parts, weight shift, elevation and landing, and fall and recovery**

PO 1. Perform given movement sequences incorporating weight shift, elevation and landing, and fall and recovery

PO 2. Develop proper alignment through movement activities

PO 3. Participate in movement activities that develop both stationary and moving balance and control

PO 4. Define terms (e.g., alignment, articulation)

PO 5. Move various body parts simultaneously in a contrasting manner (e.g., shake right leg while swinging left arm)

## THE ARTS

### DANCE

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 4-5)**

- **1AD-E3. Identify and demonstrate the basic physical and scientific properties (e.g., sound, physics, light, computer software/hardware, mathematics, human anatomy, costume design) of the technical aspects of dance**

PO 1. Explore natural forces as forms of energy and movement

PO 2. Demonstrate angles through the space relationships between various body parts

PO 3. Identify the actions of joints

PO 4. Select and/or make costumes for a dance

- **1AD-E4. Identify and demonstrate basic dance steps, positions and patterns for dances from at least two different styles or traditions**

PO 1. Identify and demonstrate steps from ballet, jazz, modern, tap or ethnic dance

PO 2. Memorize and perform set patterns of movement

## THE ARTS

### DANCE

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 4-5)**

- **1AD-E5. Transfer accurately a visual pattern to a physical motion (i.e., kinesthetic)**

PO 1. Demonstrate shapes with body parts

PO 2. Improvise by relating to the shapes of objects in the environment

*Possible links: Art - symmetry, asymmetry;  
Mathematics - symmetry, asymmetry*

- **1AD-E6. Transfer accurately a rhythmic pattern from the aural to a physical motion (i.e., kinesthetic)**

PO 1. Respond to a movement with a sound, and to a sound with movement

PO 2. Initiate spontaneous movement through various stimuli (e.g., music, sound, words)

PO 3. Listen to a rhythmic pattern and then recreate the pattern in movement

- **1AD-E7. Demonstrate aesthetic qualities (e.g., creating and contrasting complementary shapes; taking and supporting weight) through partner and small group skills**

PO 1. Demonstrate the concept of symmetry

PO 2. Demonstrate the concept of asymmetry

PO 3. Identify the varying dynamic, spatial and/or rhythmic elements

## THE ARTS

### DANCE

#### *STANDARD 2: ART IN CONTEXT*

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 4-5)**

- **2AD-E1. Select and demonstrate folk and/or classical dances from various cultures; describe similarities and differences in steps and movement styles**

PO 1. Observe many styles of dance (i.e., ballet, ethnic, tap, folk, and modern)

PO 2. Compare similarities and differences in steps and costuming

PO 3. Participate in folk and/or classical dance

- **2AD-E2. Devise original warm-ups and discuss how warm-ups prepare the body and mind for expressive purposes and prevent injuries**

PO 1. Identify warm-ups that prepare the body to dance

PO 2. Describe a thorough warm-up

PO 3. Create and demonstrate a series of warm-up exercises

## THE ARTS

### DANCE

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 4-5)**

- **2AD-E3. Compare the roles of dancers (e.g., storyteller, performer, teacher, choreographer, artistic director) according to the various functions and the conditions under which dance is performed**

PO 1. Describe the different functions performed by people involved in creating a dance

PO 2. Discuss how conditions might affect the dance which is to be performed

- **2AD-E4. Discuss how lighting, costuming and different accompaniment can affect the meaning of dance**

PO 1. Describe the lighting, costuming and accompaniment used in a performance

PO 2. Compare the effect of different lighting, costumes, music or sets on a dance

- **2AD-E5. Demonstrate respect for the work of others through appropriate audience behavior during dance performances**

PO 1. Demonstrate appropriate audience behavior (e.g., attentiveness, appropriate applause)



## THE ARTS

### DANCE

#### *STANDARD 3: ART AS INQUIRY*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 4-5)**

- **3AD-E1. Identify aesthetic criteria (e.g., skill of performers, originality, visual and/or emotional impact, variety and contrast) for evaluating dance**

PO 1. List dance aesthetic criteria

PO 2. Observe and describe the non-verbal portrayal of emotions

PO 3. Observe and describe the mood of a given dance

- **3AD-E2. Describe ways in which the principles and subject matter of other disciplines in the curriculum are interrelated with dance**

PO 1. Demonstrate knowledge of dance in different historical periods

PO 2. Demonstrate application of stage directions

PO 3. Demonstrate musical note values, accents, and syncopation in movement

## THE ARTS

### DANCE

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 4-5)**

- **3AD-E3. Compare and contrast dance compositions in terms of time, space and energy/force**

PO 1. Demonstrate the ability to vary the intensity of the dynamics in a given movement phrase

PO 2. Demonstrate the ability to vary spatial elements in a given movement phrase

PO 3. Demonstrate the ability to alter the tempo of a given movement phrase

## THE ARTS

### MUSIC

#### **STANDARD 1: CREATING ART**

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 6-8)**

- **1AM-E1. Expand note-reading ability to include sixteenth and dotted notes, and rests in 6/8, 3/8, and *alla breve* (cut time) meter signatures**

PO 1. Read patterns using the above elements

PO 2. Demonstrate patterns using the above elements

*Possible links: Art – rhythm; Comprehensive Health/Dance - pulmonary rhythms, circulatory rhythms; Mathematics – numbers, count, add, divide, measurement; Science – rhythm*

- **1AM-E2. Articulate notes on the page (e.g., letters [a, b, c, d, e, f, g], numbers [1, 2, 3, etc.], syllables [do, re, mi, etc.])**

PO 1. Read notation based upon major and minor tonalities

*Possible links to: Mathematics - numbers, linear measurement, line; Science – sound*

- **1AM-E3. Sing/perform accurately and with good breath control, tone quality, posture and technique**

PO 1. Perform with appropriate tone quality

*Possible links to: Comprehensive Health/Dance - pulmonary, circulatory, bodily balance; Science - anatomy, physiology, equilibrium of force, structure*

## THE ARTS

### MUSIC

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 6-8)**

- **1AM-E4. Sing/play in ensemble or alone, with expression and technical accuracy, a varied repertoire of musical literature with level of difficulty 3 on a scale of 1-6, including some songs performed from memory**

PO 1. Sing/play numerous pieces of music in various styles (e.g., spirituals, folk songs) with improved expression (e.g., dynamics, phrasing) and technical accuracy (e.g., breath support, pitch, diction)

PO 2. Sing music without accompaniment (*a capella*) if stylistically appropriate

*Possible links: Foreign Language – communication, culture, communities; Social Studies - culture, race, region, history*

- **1AM-E5. Recognize and perform the major and minor scale structures**

PO 1. Identify pattern of whole and half-steps in the major and minor scales (melodic)

PO 2. Notate major/minor scales

PO 3. Sing/play major and minor scales

*Possible links: Mathematics – measurement, linear measurement; Science – sound, cycle, cause/effect, balance*

## THE ARTS

### MUSIC

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 6-8)**

- **1AM-E6. Sight-read accurately and expressively music with level of difficulty 2 on a scale of 1-6**

PO 1. Sight-read at level of difficulty 2

- **1AM-E7. Improvise simple harmonic accompaniments and melodies**

PO 1. Identify sub-dominant chords

PO 2. Play an improvised harmonic accompaniment using tonic, dominant, and sub-dominant

PO 3. Sing and/or play an improvised melody based on a three-chord progression

*Possible link to: Science - sound*

- **1AM-E8. Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance**

PO 1. Create a 4, 8 or 16 bar piece using standard notation

*Possible links to: Art - texture, balance, symmetry/asymmetry; Mathematics – symmetry/asymmetry*

## THE ARTS

### MUSIC

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 6-8)**

- **1AM-E9. Identify and demonstrate the basic physical and scientific properties of the technical aspects of music (e.g., acoustics, resonance, intervals, materials used in the construction of instruments, computer keyboards and workstations, Musical Instrument Digital Interface [MIDI], Computer Assisted Musical Instruction [CAMI], mathematics, human anatomy)**

PO 1. Identify the harmonic series

PO 2. Explain the effect the harmonic series has on the timbre of an instrument

PO 3. Compare/contrast an instrument's construction with its sound

*Possible links: Science - sound, equilibrium of force and structure, matter, electricity; Technology - essential skills, current technologies*

- **1AM-E10. Use a variety of traditional (e.g., voices, instruments) and non-traditional (e.g., paper tearing, clapping, finger snapping, pencil tapping) sound sources and electronic media when composing and arranging**

*Possible links: Science - sound, equilibrium of force and structure, matter, electricity; Technology - essential skills, current technologies*

## THE ARTS

### MUSIC

#### ***STANDARD 2: ART IN CONTEXT***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 6-8)**

- **2AM-E1. Analyze the uses of dynamics, pitch, duration, melodic contour, structure, timbre, and tempo in aural examples representing diverse genres and cultures**

PO 1. Identify the musical elements (listed in above concept) used in a musical score

PO 2. Compare/contrast the musical elements of various genres and cultures

*Possible link to: Social Studies -culture, race, region, location, history*

- **2AM-E2. Describe and classify by genre and style listening examples of high quality; explain the characteristics that cause those selections to be exemplary**

PO 1. Identify characteristics of an exemplary performance

PO 2. Evaluate the difference between an adequate and an exemplary performance

## THE ARTS

### MUSIC

#### ***STANDARD 2: ART IN CONTEXT***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 6-8)**

- **2AM-E3. Discuss diverse functions which music serves**

PO 1. Compare/contrast music's function in various settings

*Possible links to: Foreign Language - culture, communities; Social Studies - culture, race, region, location, history*

- **2AM-E4. Compare the roles of musicians (e.g., music video performer, symphony conductor, opera soloist, gospel choir singer, recording artist, film score composer/arranger, church organist, Apache violinist) according to the various functions and the conditions under which music is performed**

PO 1. Describe how two or more roles could be used to achieve a performance



## THE ARTS

### MUSIC

#### **STANDARD 3: ART AS INQUIRY**

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 6-8)**

- **3AM-E1. Devise and apply criteria for evaluating performances and compositions**

PO 1. Compare/contrast performances of similar and different musical genre

*Possible link to: Social Studies - culture, race, region, location, socialization, values*

- **3AM-E2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with music**

PO 1. Describe how the various musical elements could foster learning in other disciplines (e.g., periodic table)

*Possible links to: Art - color, line, form, space, texture, balance, rhythm, harmony, emotional, meaning; Comprehensive Health/Dance - time, force, energy, rhythm, motion, movement, kinesiology; Foreign Language - culture, communication, communities; Mathematics - numbers, count, add, divide, measurement, time, geometry, line; Science - equilibrium of force and structure, sound, cycle, chance, cause/effect, energy, balance, theory; Social Studies - culture, race, region, location, history*

## THE ARTS

### MUSIC

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 6-8)**

- **3AM-E3. Analyze and demonstrate the use of the elements of music (e.g., in live and recorded performance, verbal discussion)**

PO 1. Create a story utilizing the elements of music

*Possible links to: Art - color, line, form, space, texture, balance, rhythm, harmony, emotional, meaning; Comprehensive Health/Dance - time, force, energy, rhythm, motion, movement, kinesiology*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 1: CREATING ART***

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 6-8)**

- **1AV-E1. Choose the most appropriate media, techniques, and processes to enhance communication of one's own ideas and experiences**

PO 1. Create artwork using the most appropriate techniques and processes to communicate ideas and experiences

PO 2. Analyze the effectiveness of the characteristics of the specific media used to enhance the communication of experiences and ideas

- **1AV-E2. Demonstrate increasing technical ability and skill to complete visual arts assignments**

PO 1. Demonstrate technical ability and skill to complete visual arts assignments

PO 2. Demonstrate improvement of technical ability and skill in a sequence of one's own artwork

PO 3. Produce a portfolio demonstrating improved technical ability and skill

*Possible links to: Language Arts – illustrations; Mathematics - charts, graphs; Technology - use of tools*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 6-8)**

- **1AV-E3. Identify and demonstrate the basic physical and scientific properties of the technical aspects of visual arts media (e.g., glazes, paints, printing equipment, photo papers/chemicals, fiber dyes, kilns, cameras, computer software and hardware, mathematics, light, tensile strength)**

PO 1. Identify basic physical and scientific properties of the technical aspects of visual arts media

PO 2. Demonstrate, within one's own artworks, the basic physical and scientific properties of the technical aspects of visual arts media

*Possible links to: Mathematics – ratios;  
Science - properties of materials; Technology - advances, use of tools*

## THE ARTS

### VISUAL ARTS

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 6-8)**

- **1AV-E4. Continue to expand knowledge and use of different arts media, acquiring several new techniques**

PO 1. Compare different arts media and techniques

PO 2. Select a combination of known techniques and apply them in new and different ways creating artworks

*Possible links to: Language Arts - reading instructions; Science - properties of materials; Social Studies - social and cultural advancements; Technology - use of tools and materials to create a product*

- **1AV-E5. Investigate and sequence multiple visual solutions to a given problem, making revisions and articulating the rationale for the best solutions**

PO 1. Analyze factors leading to a successful resolution of an artistic problem

PO 2. State rationale for the choices or options selected in resolving the artistic problem

*Possible links to: Language Arts – persuasive writing; Science – properties of materials; Technology – problem solving*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 2: ART IN CONTEXT***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 6-8)**

- **2AV-E1. Use subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics to communicate intended meaning in their artworks**

PO 1. State meaning of symbols and subject matter based on their values and preferences

PO 2. Predict the intended meanings of symbols and subject matter to the viewing audience

PO 3. Evaluate one's own work based on the success of communicating their intended meaning

*Possible links: Language Arts –understanding visual symbolism; Mathematics - function symbols; Music – symbols; Science – symbols; Social Studies – symbols in context of time and place*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 6-8)**

- **2AV-E2. Identify and investigate visual arts careers and qualifications, noting the personal and work attributes required to succeed**

PO 1. Determine careers in the visual arts

PO 2. Research a particular career choice for qualifications necessary

PO 3. List one's own personal strengths and interests and match those with existing arts careers

*Possible links: Language Art –research and articulation; Technology – skill requirements; Workplace Skills – career awareness*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 6-8)**

- **2AV-E3. Identify and compare the characteristics of artworks that share similar subject matter, historical periods or cultural context**

PO 1. Categorize subject matter based on cultural or historical content

PO 2. Differentiate the similarities in their artwork with characteristics of cultural groups or historical periods

*Possible links to: Language Arts – articulation of genre; Mathematics - patterns and relationships; Technology - tools used to create; Workplace Skills - speak in a content area using appropriate vocabulary*

- **2AV-E4. Describe the role art plays in culture and how it reflects, records and shapes history in various times, places and traditions**

PO 1. Categorize art images/objects for one's own social, economic, political, geographic, and/or cultural purposes

PO 2. Appraise the social, economic, political, geographic, and/or cultural purpose of one's own work

*Possible links to: Language Arts – articulation; Mathematics - patterns and relationships; Technology - evaluate tools and materials used; Workplace Skills - articulation using appropriate vocabulary*



## THE ARTS

### VISUAL ARTS

#### **STANDARD 3: ARTS AS INQUIRY**

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 6-8)**

- **3AV-E1. Compare and contrast the various purposes for creating art**

PO 1. Analyze purposes for creating art

PO 2. Compare various purposes for creating art

PO 3. Contrast various purposes for creating art

*Possible links: Language Arts – articulation; Social Studies - social context; Workplace Skills - share ideas*

- **3AV-E2. Identify the artistic styles of realistic, abstract and non-objective artworks**

PO 1. Explain characteristics of realistic artworks

PO 2. Explain characteristics of abstract artworks

PO 3. Explain characteristics of non-objective artworks

*Possible links: Language Arts – articulation; Mathematics - geometry and symmetry*

## THE ARTS

### VISUAL ARTS

#### **STANDARD 3: ARTS AS INQUIRY** *(continued)*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 6-8)**

- **3AV-E3. Interpret and describe the messages of contemporary and historic artworks in terms of cultural and ethnic influences**

PO 1. Interpret the meaning of contemporary artworks in terms of a particular culture or ethnic background

PO 2. Interpret the meaning of historical artworks in terms of a particular culture or ethnic background

PO 3. Suggest the influences of culture on artworks

*Possible links: Language Arts – articulation; Social Studies - cultural and ethnic study; Technology - electronic information/research sources*

- **3AV-E4. Use art elements and the principles of design to describe the effective communication of ideas in one's own personal work and in the work of master artists**

PO 1. Use the elements of art to describe the effective communication of ideas in one's own personal work

PO 2. Use the principles of design to describe the effective communication of ideas in one's own personal work

*Possible links: Language Arts – articulation; Social Studies - historical context of master work; Technology - electronic information/research sources*

## THE ARTS

### VISUAL ARTS

#### **STANDARD 3: ARTS AS INQUIRY** *(continued)*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 6-8)**

- **3AV-E5. Describe and compare own responses and responses of others to works by artists from various eras and cultures**

PO 1. Develop one's own rationale about works from various eras and cultures

PO 2. Describe the rationale of others about works from various eras and cultures

PO 3. Compare one's own rationale with the rationale of others about works from various eras and cultures

*Possible links: Language Arts – articulation; Social Studies - historical concept/social responses; Technology - electronic information/research sources*

- **3AV-E6. Describe and demonstrate the persuasive power of the visual arts to influence messages used by business, industry and politics**

PO 1. Develop a presentation illustrating the persuasive power of the visual arts to influence messages used by business, industry and politics

*Possible links: Language Arts – articulation, analyze visual media; Social Studies – political, economic and social ramifications of art*

## THE ARTS

### VISUAL ARTS

#### **STANDARD 3: ARTS AS INQUIRY** *(continued)*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 6-8)**

- **3AV-E7. Describe ways in which the principles and subject matter of other disciplines in the curriculum are interrelated with visual arts**

PO 1. Explain how the curriculum concepts translate from other disciplines into the visual arts (e.g., measurements in mathematics, writing and public speaking in language arts)

PO 2. Employ the curriculum concepts from other disciplines to the visual arts (e.g., measurements in mathematics, writing, and public speaking in language arts)

*Possible links to: all content areas*

- **3AV-E8. Demonstrate the process and value of critiquing one's own artwork and the work of others, using technology as one means of communicating personal ideas in a variety of forums**

PO 1. Summarize one process of critiquing

PO 2. Use one process of critiquing to critique one's own work using a computer

PO 3. Use one process of critiquing to critique the work of others using a computer

*Possible links: Language Arts – articulation, analyze visual media; Social Studies - politics, economics, society*

## THE ARTS

### THEATRE

#### ***STANDARD 1: CREATING ART***

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 6-8)**

- **1AT-E1. Create and script (e.g., through scenarios for improvisations and scripts), both individually and in groups, scenarios that develop tension and suspense between believable, interrelated characters**

PO 1. Create a draft for a short play or screen play with several scenes including subplots and major and minor conflicts

PO 2. Rewrite a short play or screenplay with insights based on improvisations and/or readings of the draft scripts working for dialogue and action appropriate for characters and situation

*Possible link: Language Arts - creative writing, reading, formatting*

## THE ARTS

### THEATRE

#### ***STANDARD 1: CREATING ART (continued)***

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 6-8)**

- **1AT-E2. Demonstrate mental and physical attributes (e.g., concentration, sense recall, and ability to remember lines and cues; breath and vocal control, body alignment, flexibility, and coordination) required to communicate characters different from themselves**

PO 1. Support the relationships with other characters in a role within the scene

PO 2. Demonstrate fluidity of dialogue when delivering lines and responding to cues

PO 3. Use vocal techniques (e.g., enunciation, pronunciation, rate, rhythm, tempo, tone, pitch, volume) to create a character

PO 4. Demonstrate a controlled range of movement to differentiate one character from another

*Possible links: Dance – movement;  
Science – sound*

## THE ARTS

### THEATRE

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 6-8)**

- **1AT-E3. Cooperate in an ensemble to rehearse and present improvisations and scripted scenes involving themselves as invented characters**

PO 1. Based on an analysis of the text, describe character motivations, the basic structure of the story, and the role of the environment in the story

PO 2. Integrate the ideas of student designers and directors in the development of a scene for production, using readily available materials for scenery, props and costumes

PO 3. Demonstrate the ability to take direction from teacher or student director

PO 4. Give directions as director or designer (based on an analysis of the text, including placement of characters that utilize all stage areas—upstage, down stage, etc.— and that creates emphasis and contrast)

PO 5. Participate in a formal presentation and/or a film/video that demonstrates ability to portray a character (e.g., through vocal and movement control, concentration, reaction)

*Possible links: Language Arts – presentation skills; Social Studies – psychology; Workplace Skills - cooperation, planning*

## THE ARTS

### THEATRE

#### ***STANDARD 1: CREATING ART (continued)***

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 6-8)**

- **1AT-E4. Identify and demonstrate the basic physical and chemical properties of the technical aspects of theatre (e.g., light, color, electricity, paint, set construction and makeup)**

PO 1. Demonstrate light as an additive phenomenon (i.e., the primary lighting colors are blue, green and yellow and by adding them, other colors and white can be created) and paint as subtractive (i.e., pigments in which the primary colors red, blue and yellow, absorb light and mixing them leads to black)

PO 2. Describe basic characteristics of electricity as it is used to control light (e.g., wattage, voltage and electronic dimmers)

PO 3. Explain the basic differences between oil and water-based makeup and the effect each has on the skin

*Possible links to: Language Arts – presentation skills; Science – properties of matter, electricity; Technology – machines, color theory; Visual Art – color theory*



## THE ARTS

### THEATRE

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 6-8)**

- **1AT-E5. Analyze scenes for artistic and technical requirements; develop design based on musical and visual art principles that meet the requirements of the scene**

PO 1. Create a floor plan for the scene indicating environmental objects and set props; take into account sight lines and character action

PO 2. Develop a design that communicates story and environment for a theatre, film or video scene (i.e., choices about art elements in the setting, lighting, sound and costumes should convey a unified meaning)

PO 3. Make costume sketches (using figure models if needed) to convey character and character relationships, class, time, culture)

PO 4. Design makeup (given face models) to suggest age and personality of the character

PO 5. Create a simple light and sound plot indicating cues for changes (based on available equipment)

*Possible links to: Music - aural design elements; Social Studies - historical research; Technology - equipment use, computers; Visual Art - design, drawing; Workplace Skills – problem solving, collaboration*

## THE ARTS

### THEATRE

#### ***STANDARD 1: CREATING ART (continued)***

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 6-8)**

- **1AT-E6. Work collaboratively and safely to select and create elements of scenery, properties, lighting, sound, costumes and makeup that will suggest their designs**

PO 1. Use tools correctly (power tools if available and appropriate for the project) when constructing the scenery for the presentation

PO 2. Use lighting and sound equipment appropriately

PO 3. Construct costume pieces to enhance characterization and performance

PO 4. Apply simple suggestive makeup using safe products and procedures

*Possible links to: Music - aural design elements; Social Studies - historical research; Technology - apply information; Visual Art - design, drawing; Workplace Skills - problem solving, collaboration*

## THE ARTS

### THEATRE

#### **STANDARD 2: ART IN CONTEXT**

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 6-8)**

- **2AT-E1. Analyze the physical, emotional and social dimensions of characters found in dramatic texts from various genre and media**

*Given a dramatic text or media presentation:*

PO 1. Compare similar character (e.g., physical, social and emotional dimensions) from written or media sources

PO 2. Compare similar characters from two different genres of drama (e.g., comedy, drama, farce)

- **2AT-E2. Explain and compare the roles and interrelated responsibilities of various personnel involved in theatre, film, television and/or electronic media productions**

PO 1. Explain how theatre/film playwrights, directors, producers, actors, designers work together to plan and produce a show

PO 2. Utilize knowledge of roles and responsibilities of various theatre/film/television professionals to collaborate on the production of a scene, short video, puppet show

*Possible links to: Foreign Language – culture; Mathematics – graphs, tables; Technology – products*

## THE ARTS

### THEATRE

#### **STANDARD 2: ART IN CONTEXT** *(continued)*

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 6-8)**

- **2AT-E3. Explain how social concepts (e.g., cooperation, communication, collaboration, consensus, self-esteem, risk-taking, sympathy, empathy) apply in theatre and in daily life, literature or history**

PO 1. Discuss ways in which different behaviors might change or resolve the fictional problem

PO 2. Incorporate insights from comparison of character behavior in dramatic literature and productions to analyze real life situations

*Possible link to: Workplace Skills – personal, professional well-being*

- **2AT-E4. Apply research to script writing, acting, designing and directing**

PO 1. Refine research skills (e.g., increase sources, analyze sources in more depth)

PO 2. Present selected information from research to the ensemble to support the production process

PO 3. Develop a production utilizing the most applicable and appropriate researched insights

## THE ARTS

### THEATRE

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 6-8)**

- **2AT-E5. Analyze the emotional and social impact (e.g., historical and contemporary) of performances in their lives and the lives of others)**

PO 1. Define differences between the emotional and social impact of a fictional experience with real life

PO 2. Explain how one's own behavior might change in response to a performance (e.g., drugs or alcohol abuse, criminal behavior, friendship or family relationships)

*Possible links to: Comprehensive Health – lifestyles; Workplace Skills – communication, critical thinking*

## THE ARTS

### THEATRE

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 6-8)**

- **2AT-E6. Select characters representing various historical periods and cultures from scripts and other sources and illustrate how these characters 1) have similar needs and motivations and 2) reflect the conditions of their time and place**

PO 1. Diagnose and discuss the conditions of time, place, cultural beliefs, class and relationships that affected character actions

PO 2. Compare conditions that affected character actions with personal and current social situations

*Possible link Mathematics - estimation, measurement*

- **2AT-E7. Describe and compare responses to their own works and works by others**

PO 1. Compare and contrast differences of opinion of the same work of art

## THE ARTS

### THEATRE

#### **STANDARD 3: ART AS INQUIRY**

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 6-8)**

- **3AT-E1. Explain and justify the meanings constructed from their and others dramatic performances**

PO 1. Explain the effect a plays' conflicts have on the interaction of characters and the resulting themes

PO 2. Improvise or script a scene based on a discussed theme

PO 3. Justify the treatment (e.g., choice of characters, environment, action, beginning, middle, ending) of a dramatic theme

- **3AT-E2. Describe and analyze the effect of publicity, study guides, programs and physical environments on audience response and appreciation of dramatic performances**

PO 1. Instruct younger students to prepare them to enjoy and understand a performance

PO 2. Organize and provide an appropriate environment for an enjoyable performance (e.g., program, ushers, greeters, prepare audience space)

PO 3. Analyze and critique the audience response to a performance and the effect a study guide and the environment had on their understanding and enjoyment of the production

*Possible link: Workplace Skills - critical thinking, planning, organizing*

## THE ARTS

### THEATRE

#### **STANDARD 3: ART AS INQUIRY** *(continued)*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 6-8)**

- **3AT-E3. Describe ways in which the principles and subject matter of the curriculum are interrelated with theatre**

PO 1. Create a two-way dialogue with characters from opposing cultures, viewpoints, etc.

PO 2. Role-play an historical or current event

- **3AT-E4. Analyze how characters change as a result of events in a drama and identify key messages or themes from a dramatic text or performance**

PO 1. Adapt a story to another time and place

PO 2. Explain how and why the dramatic elements (e.g., dialogue, setting, lighting, costuming, acting style) change in an adaptation

PO 3. Create and justify transitions between improvised or scripted scenes in a play

*Possible link: Workplace Skills – critical thinking, organizing, cooperating*



## THE ARTS

### THEATRE

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 6-8)**

- **3AT-E5. Explain own personal criteria for evaluating their dramatic work and the work of others by identifying 1) the basic elements of a drama, and 2) the acting and process of theatrical design**

PO 1. Interpret the importance of time and place in a story

PO 2. Analyze the interrelationship among character, conflict/problem and resolution

PO 3. Construct a scenario with a definite beginning, middle and ending

PO 4. Evaluate the artistic choices (e.g., dialogue, setting, lighting, costuming, acting style) made in a performance

*Possible link to: Comprehensive Health - relationships, well-being*

## THE ARTS

### THEATRE

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 6-8)**

- **3AT-E6. Describe and evaluate their sense of the effectiveness of classmates' and others' contributions (e.g., as playwrights, actors, designers, directors) to the collaborative process of improvising, scripting and performing scenes**

PO 1. Analyze the process of cooperation as the role of director is introduced into the dramatic process

PO 2. Evaluate the effectiveness of classmates' roles within the theatrical process

*Possible link: Workplace Skills – careers*

## THE ARTS

### DANCE

#### *STANDARD 1: CREATING ART*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 6-8)**

- **1AD-E1. Demonstrate the difference between literal gesture and abstract movement**

PO 1. Recognize and perform the difference between a literal gesture and an abstract movement

PO 2. Use an emotion (e.g., fear or joy) as the basis to create an abstracted movement phrase

*Possible link to: Art – meaning*

- **1AD-E2. Demonstrate and explain alignment, balance, imitation of movement, articulation of isolated body parts, weight shift, elevation and landing, and fall and recovery**

PO 1. Create a movement sequence incorporating weight shift, elevation and landing, and fall and recovery

PO 2. Demonstrate the concept of alignment

PO 3. Demonstrate the concept of balance

*Possible link to: Science - equilibrium of force and structure, cause/effect*

## THE ARTS

### DANCE

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 6-8)**

- **1AD-E3. Identify and demonstrate the basic physical and scientific properties (e.g., sound, physics, light, computer software/hardware, mathematics, human anatomy, costume design) of the technical aspects of dance**

PO 1. Identify the large muscle groups of the body

PO 2. Demonstrate correct use of the large muscle groups of the body

PO 3. Demonstrate knowledge of technical theatre vocabulary (e.g., sound, lighting, stage directions)

PO 4. Identify technical aspects of a production

- **1AD-E4. Identify and demonstrate basic dance steps, positions and patterns for dances from at least two different styles or traditions**

PO 1. Demonstrate a sequence of movements from two different styles of dance (ballet, jazz, modern, tap or ethnic dance)

PO 2. Compare and contrast two different styles of dance

*Possible link to: Social Studies - culture, socialization*

## THE ARTS

### DANCE

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 6-8)**

- **1AD-E5. Transfer accurately a visual pattern to a physical motion (i.e., kinesthetic)**

PO 1. Perform body shapes that include angular, curved, twisted, symmetrical, asymmetrical and oppositional designs

PO 2. Create and follow a floor pattern (i.e., draw a pattern, then produce the pattern in motion)

*Possible links: Art - symmetry, asymmetry;  
Mathematics - symmetry, asymmetry*

- **1AD-E6. Transfer accurately a rhythmic pattern from the aural to a physical motion (i.e., kinesthetic)**

PO 1. Create a sound while a partner responds with a movement for that sound

PO 2. Create movements in response to musical rhythms produced by a partner clapping or playing instruments

PO 3. Listen to complex rhythmic patterns and then recreate the pattern in movement

*Possible link to: Science – sound*

## THE ARTS

### DANCE

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **ESSENTIALS (Grades 6-8)**

- **1AD-E7. Demonstrate aesthetic qualities (e.g., creating and contrasting complementary shapes; taking and supporting weight) through partner and small group skills**

PO 1. Demonstrate the dance element of time as it relates to rhythmic aspects (e.g., meter, tempo) of dance music

PO 2. Demonstrate the dance element of space as it relates to body design and motion (e.g., direction, levels)

PO 3. Demonstrate the dance element of energy as it relates to the body's vitality or power (e.g., intensity, dynamics)

PO 4. Demonstrate how time, space, and energy combine to create moods, feelings and ideas

*Possible links to: Science - energy, motion;  
Social Studies - socialization*

## THE ARTS

### DANCE

#### ***STANDARD 2: ART IN CONTEXT***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 6-8)**

- **2AD-E1. Select and demonstrate folk and/or classical dances from various cultures; describe similarities and differences in steps and movement styles**

PO 1. Create a movement phrase in a specific style

PO 2. Identify the origins of folk and or classical dance

PO 3. Identify the functions and meanings of the dances to the culture

*Possible link to: Social Studies - culture, geography*

- **2AD-E2. Devise original warm-ups and discuss how warm-ups prepare the body and mind for expressive purposes and prevent injuries**

PO 1. Perform flexibility exercises and participate in activities that promote cardiovascular and muscular endurance

PO 2. Participate in activities that develop both stationary and moving balance and control

PO 3. Demonstrate techniques which increase self-discipline and concentration skills

*Possible link to: Science - mechanics*

## THE ARTS

### DANCE

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 6-8)**

- **2AD-E3. Compare the roles of dancers (e.g., storyteller, performer, teacher, choreographer, artistic director) according to the various functions and the conditions under which dance is performed**

PO 1. Observe several dance performances and identify the various functions performed by people involved in creating a dance

PO 2. Compare the roles of people involved in creating dance

PO 3. Analyze certain roles from a given dance

*Possible links to: Social Studies – geography, interrelationships; Workplace Skills - team work*



## THE ARTS

### DANCE

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **ESSENTIALS (Grades 6-8)**

- **2AD-E4. Discuss how lighting, costuming and different accompaniment can affect the meaning of dance**

PO 1. Identify props and costumes that can be utilized in dance and discuss how they limit or extend the range of body movement

PO 2. Create a movement phrase to a given piece of music, then perform it to another piece of music and analyze the results

*Possible link to: Theatre – production*

- **2AD-E5. Demonstrate respect for the work of others through appropriate audience behavior during dance performances**

PO 1. Demonstrate appropriate audience behavior (e.g., attentiveness, appropriate applause)

## THE ARTS

### DANCE

#### *STANDARD 3: ART AS INQUIRY*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **ESSENTIALS (Grades 6-8)**

- **3AD-E1. Identify aesthetic criteria (e.g., skill of performers, originality, visual and/or emotional impact, variety and contrast) for evaluating dance**

PO 1. Execute and recognize dance movements which express ideas, feelings, and moods

PO 2. Evaluate a given dance using identified aesthetic criteria

*Possible link to: Language Arts – criticism*

- **3AD-E2. Describe ways in which the principles and subject matter of other disciplines in the curriculum are inter-related with dance**

PO 1. Apply knowledge of dance in history to choose or recreate a dance for a time period or specific country

PO 2. Identify different ethnic styles of dance and describe how and why they are used

PO 3. Demonstrate musical pulse, pattern and phrasing through movement

- **3AD-E3. Compare and contrast dance compositions in terms of time, space and energy/force**

PO 1. Identify and describe the elements of time, space and energy in a given dance phrase

PO 2. Identify the similarities and differences of time, space, and energy in two different dance phrases

PO 3. Analyze a dance composition by its use of time, space and energy

## THE ARTS

### MUSIC

#### **STANDARD 1: CREATING ART**

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **PROFICIENCY (Grades 9-12)**

- **1AM-P1. Sing/perform with expression and technical accuracy a large and varied solo and ensemble repertoire with level of difficulty 4 on a scale of 1-6, including some songs performed from memory and without accompaniment**

PO 1. Perform pieces of various styles for an audience with improved expression (e.g., dynamics, phrasing) and technical accuracy (e.g., breath support, pitch, diction)

PO 2. Sing/play numerous pieces of music in various styles (e.g., spirituals, folk songs, madrigals, jazz, baroque, contemporary)

*Possible links to: Foreign Language – communication, culture, communities;  
Social Studies - culture, region, socialization, history*

- **1AM-P2. Recognize (by sight/ear) chord structures and the chords in standard harmonic progressions**

PO 1. Identify chord qualities (e.g., major/minor, augmented/diminished)

PO 2. Identify chord progressions and/or modulations taken from selected musical passages

*Possible links to: Art – harmony;  
Science - energy, physics of sound*

## THE ARTS

### MUSIC

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **PROFICIENCY (Grades 9-12)**

- **IAM-P3. Demonstrate the ability to read a score of up to four staves, in two or more clefs**

PO 1. Identify various musical notation symbols (i.e., note names, phrasing, articulation) used in a score

PO 2. Identify chord structure (i.e., harmony) from a four-part score

*Possible links: Art - form, texture, rhythm, harmony; Mathematics - count, divide, integers, place value; Science - motion, sound*

- **IAM-P4. Sight-read music accurately and expressively with level of difficulty 3 on a scale of 1-6**

- **1AM-P5. Improvise stylistically appropriate harmonizing parts, rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys, and original melodies over given chord progressions, each in a consistent style, meter and tonality**

PO 1. Identify the elements that define a style

PO 2. Improvise using elements from a given style

## THE ARTS

### MUSIC

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **PROFICIENCY (Grades 9-12)**

- **1AM-P6. Compose music in several distinct styles, demonstrating creativity in using elements of music for expressive effect**

*Possible links to: Foreign Language – culture, connections; Science - cause/effect; Social Studies - culture, race, region, location, conflict*

- **1AM-P7. Compose and arrange pieces for voices or instruments other than those for which the pieces were written, in ways that preserve or enhance the expressive effect of the music**

PO 1. Notate arrangements using either traditional or non-traditional notation

PO 2. Explain technical and artistic considerations used in the score (e.g., bowing, breath marks, ranges)

## THE ARTS

### MUSIC

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **PROFICIENCY (Grades 9-12)**

- **1AM-P8. Understand the basic concepts of music theory**

PO 1. Read music using standard notation

PO 2. Write music using standard notation

PO 3. Analyze selected musical excerpts

PO 4. Identify form in music (e.g., rondo, theme and variation, binary)

*Possible links to: Art - form, balance, texture, symbolism; Dance - form, energy, motion, movement; Mathematics - linear measurement, symmetry/asymmetry*

- **1AM-P9. Understand and demonstrate the range and playing system of at least one instrument or demonstrate the range and expressive possibilities of the voice (e.g., soprano, alto, tenor or bass)**

*Possible links to: Science - sound, equilibrium of force, structure, matter*

- **1AM-P10. Develop and sustain a portfolio of created work demonstrating the progression of knowledge and skills**

PO 1. Produce evidence of continued musical growth (e.g., concert program, audio/video recordings, compositions, analysis)

PO 2. Identify personal future goals through a letter or essay

## THE ARTS

### MUSIC

#### ***STANDARD 2: ART IN CONTEXT***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **PROFICIENCY (Grades 9-12)**

- **2AM-P1. Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music; explain reasoning behind their classifications**

*Possible links to: Foreign Language – culture, communication, communities; Social Studies - culture, race, region, location, history*

- **2AM-P2. Identify sources of American music genres (e.g., blues, Broadway musical, swing, gospel), trace the evolution of those genres, and cite well-known musicians in each**

*Possible links to: Science - cycle, change, metamorphosis, cause/effect, evolution/adaptation, cycles/succession; Social Studies - culture, race, region, location, history*

- **2AM-P3. Analyze and interpret how technological and scientific advances in music and other disciplines (e.g., history of the printing press on music publishing, instrument manufacturing, computer-assisted composition and arranging, advances in studio recording techniques) influence the creation of work**

## THE ARTS

### MUSIC

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **PROFICIENCY (Grades 9-12)**

- **2AM-P4. Compare and describe the influence on music of economic, political, social and literacy aspects of at least two time periods or cultures**
- **2AM-P5. Identify various roles (e.g., teacher, transmitter of cultural traditions, entertainer) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements**

PO 1. List job qualifications and educational requirements of various roles

PO 2. Identify persons in various musical fields who meet above stated qualifications



## THE ARTS

### MUSIC

#### ***STANDARD 3: ART AS INQUIRY***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **PROFICIENCY (Grades 9-12)**

- **3AM-P1. Demonstrate extensive knowledge of musical terminology by comparing those terms with terms and usage in literature, history and the other arts**

Possible links: Art - color, line, form, space, texture, balance, rhythm, harmony, emotional meaning; Comprehensive Health/Dance - time, force, energy, rhythm, motion, movement, kinesiology; Foreign Language – culture, communication, communities; Mathematics – numbers, count, add, divide, measurement, time, geometry, line; Science - equilibrium of force and structure, sound, cycle, chance, cause/effect, energy, balance, theory; Social Studies - culture, race, region, location, history

- **3AM-P2. Identify and explain compositional devices and techniques (e.g., unity and variety, tension and release) in a musical selection; give examples of other works that make similar uses of these devices and techniques**

*Possible links to: Art - color, line, form, space, texture, balance, rhythm, harmony, emotional, meaning; Comprehensive Health/Dance - time, force, energy, rhythm, motion, movement, kinesiology*

## THE ARTS

### MUSIC

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **PROFICIENCY (Grades 9-12)**

- **3AM-P3. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music**
  - PO 1. Identify skills needed in other disciplines
  - PO 2. Identify skills needed for student discipline
  - PO 3. Compare/contrast previously identified skills (e.g., science and acoustics, breathing and anatomy, tone, color and visual arts)
- **3AM-P4. Identify specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations; apply these criteria to personal participation in music**
- **3AM-P5. Compare the materials, technologies, media and processes of music with those of other arts disciplines and subject areas to create and analyze artworks**
- **3AM-P6. Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models**

## THE ARTS

### VISUAL ARTS

#### **STANDARD 1: CREATING ART**

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **PROFICIENCY (Grades 9-12)**

- **1AV-P1. Create works of art that apply media, techniques and processes with controlled skill, craftsmanship, confidence, understanding and sensitivity**

PO 1. Apply media, techniques and processes with controlled skill in artwork

PO 2. Create artwork demonstrating skill and craftsmanship and a sensitivity to the media

PO 3. Assess progression of skill, craftsmanship, confidence, understanding and sensitivity through an established criteria in own artwork

*Possible links to: Mathematics – measurements; Science - properties of materials; Technology - use of technical equipment*

- **1AV-P2. Demonstrate extensive knowledge of skills and techniques in at least one visual art form**

PO 1. Explain the skills and techniques necessary to complete an artwork in one visual art form

PO 2. Demonstrate proficiency of various techniques within the chosen visual art form

PO 3. Produce a body of artwork demonstrating an extensive knowledge of skills and techniques in a particular visual art form

*Possible link: Language Arts – artist statements; Technology - use of tools and materials*

## THE ARTS

### VISUAL ARTS

#### **STANDARD 1: CREATING ART**

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **PROFICIENCY (Grades 9-12)**

- **1AV-P3. Reflect on and articulate reasons for artistic decisions**

PO 1. State reasons for making artistic decisions

PO 2. Evaluate the success or areas for improvement seen in the artwork

PO 3. Justify the evaluation of the artwork

*Possible links to: Language Arts - oral or written presentation; Social Studies – cultural/historic influences; Technology – use of appropriate programs*

- **1AV-P4. Sustain a portfolio of created work demonstrating the progression of knowledge and skills**

PO 1. Develop a portfolio that reflects a progression of work related to a specific criteria of knowledge and skills

PO 2. Analyze the knowledge and skills illustrated in the portfolio

PO 3. Evaluate the success of the portfolio based on the identified knowledge and skills

*Possible links to: Language Arts – writing skills; Science - scientific innovations; Technology - media used to sustain portfolio*

## THE ARTS

### VISUAL ARTS

#### **STANDARD 2: ART IN CONTEXT**

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts

#### **PROFICIENCY (Grades 9-12)**

- **2AV-P1. Analyze and interpret how elements of time and place influence the visual characteristics, content, purpose and message of works of art**

PO 1. Determine the factors responsible for influencing works of art

PO 2. Analyze the ways in which a work of art expresses a point of view of the time and place in which it was created

*Possible links: Language Arts – articulation, reading to research time and place; Social Studies - time and place influence; Technology - tools and materials used; Workplace Skills –infer and evaluate content*

- **2AV-P2. Describe the function and meaning of specific art objects within varied cultures, times and places**

PO 1. Research a specific art object for its function and meaning within the culture chosen

PO 2. Compare and contrast the function or meaning of similar art images/objects of various cultures and times

PO 3. Compare images used today, from various times and cultures, for purposes and meanings other than originally intended

*Possible links: Language Arts – articulation; Social Studies – context issues; Technology - media and tools used, research using electronic media*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts

#### **PROFICIENCY (Grades 9-12)**

- **2AV-P3. Analyze and interpret how technological and scientific advances in the visual arts and other disciplines (e.g., humanities, science, mathematics) influence the creation of work**

PO 1. Classify technological and scientific advancements within a given time period

PO 2. Identify artworks relevant to those technological and scientific advancements

PO 3. Debate the significance of the advancements as they influence the creation of works

PO 4. Predict possible influences of future advancements in technology and science on the creation of artwork

PO 5. Defend their hypothesis based on current and historical trends within art

*Possible links: Language Arts – articulation; Mathematics - statistics and data; Science - advances in Science; Social Studies - historical references; Technology – advances in technology, use as research tool*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts

#### **PROFICIENCY (Grades 9-12)**

- **2AV-P4. Identify and evaluate the role of the visual arts and artists in business, industry, technology and the community**

PO 1. Identify the roles of artists in business, industry, technology and the community

PO 2. Evaluate the roles of artists in business, industry, technology and the community

PO 3. Identify the roles of the visual arts in business, industry, technology and the community

PO 4. Evaluate the roles of the visual arts in business, industry, technology and the community

*Possible links to: Language Arts – articulation, read research; Social Studies - art in politics; Workplace Skills - career awareness*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts

#### **PROFICIENCY (Grades 9-12)**

- **2AV-P5. Analyze contemporary art issues and influences on own work and that of others**

PO 1. Identify contemporary issues that exist in art (e.g., through schools, museums, galleries, internet access and art critics)

PO 2. Recognize influences of contemporary art issues in their collected body of artworks

PO 3. Articulate the influences of contemporary art issues in their collected body of work

*Possible links to: Language Arts - articulation, research; Social Studies - art in contemporary politics, censorship issues; Workplace Skills - career awareness*



## THE ARTS

### VISUAL ARTS

#### ***STANDARD 3: ART AS INQUIRY***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **PROFICIENCY (Grades 9-12)**

- **3AV-P1. Identify and critique the reasons for the success or need for improvement in a progression of their own works**

PO 1. Identify the reasons for success in one's own artwork

PO 2. Justify the reasons for success in one's own artwork

PO 3. Evaluate the need for improvement in one's own artwork

PO 4. Synthesize the information into a progression of one's own works

*Possible links to: Language Arts – articulation; Workplace Skills – analyze complex problems*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **PROFICIENCY (Grades 9-12)**

- **3AV-P2. Compare and explain the power of the visual arts to communicate universal concepts (e.g., love, birth, death, truth, fear) throughout time and across cultures**

PO 1. Identify the characteristics of the visual arts to communicate universal concepts throughout time and across cultures

PO 2. Use the characteristics of universal concepts to explain a particular artwork

PO 3. Compare the power of the visual arts to communicate universal concepts

*Possible links to: Language Arts – articulation/universal concepts; Mathematics – data analysis; Other arts - universal concepts in other art forms; Science – scientific processes; Social Studies – historical references; Technology – communication*

## THE ARTS

### VISUAL ARTS

#### **STANDARD 3: ART AS INQUIRY** *(continued)*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **PROFICIENCY (Grades 9-12)**

- **3AV-P3. Identify intentions of those creating artworks, compare the implications of the various purposes, and justify analysis of purposes in particular works**

PO 1. Identify and analyze an artist's intentions in an artwork

PO 2. Justify the analysis of the artist's intention

PO 3. Compare the implications of the intent of various artworks

*Possible links: Language Arts – articulation, interpretation; Social Studies – social, political, economic implications; Technology – communication, research tools*

- **3AV-P4. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines and subject areas to create and analyze artworks**

PO 1. Identify connections (material, technologies, media, and processes) in the visual arts with other arts disciplines and subject areas

PO 2. Analyze artworks to determine connections (material, technologies, media, and processes) between disciplines

PO 3. Analyze the use of material, technologies, media, and processes among other disciplines in the creation of works of art

*Possible links to: All content areas*

## THE ARTS

### VISUAL ARTS

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **PROFICIENCY (Grades 9-12)**

- **3AV-P5. Analyze and interpret the effectiveness of contemporary artistic expressions in at least one visual art form, school, or style**

PO 1. Interpret the artistic expressions in at least one contemporary visual art form, school/movement, or style (e.g., art form: painting; school/movement: Abstract Expressionism; style: action painting [Jackson Pollock], color field painting [Rothko])

PO 2. Analyze the effectiveness of contemporary artistic expressions in at least one visual art form, school/movement, or style

*Possible links: Language Arts – articulation; Mathematics - data analysis, charts, graphs; Social Studies – historical context of social, political, economic, geographic influences; Technology - communication, research tools*

## THE ARTS

### THEATRE

#### ***STANDARD 1: CREATING ART***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **PROFICIENCY (Grades 9-12)**

- **1AT-P1. Construct original scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience**

PO 1. Construct an original or adapted dramatic piece or monologue, scene or short play that develops character, human interaction, conflict and resolution

PO 2. Use collaboration among playwright, actors, director and designers to develop and rewrite the text

*Possible links: Language Arts – writing, formatting, reading strategies; Workplace Skills - problem solving, collaboration*

## THE ARTS

### THEATRE

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **PROFICIENCY (Grades 9-12)**

- **1AT-P2. Compare and demonstrate various acting techniques and methods, individually or in an ensemble, to create and sustain characters that communicate with audiences**

PO 1. Compare, in writing, various acting techniques and methods (e.g., classical style, Commedia del Arte, Konstantin Stanislavski, Stanford Meisner, Viola Spolin, Dorothy Heathcoate)

PO 2. Demonstrate at least two acting techniques and/or methods

PO 3. Use imaginative movement, gesture, and vocalization to communicate subtext

PO 4. Use character analysis to create believable characters in at least two different acting styles

*Possible links to: Dance – movement; Language Arts - writing skills; Social Studies - history*

- **1AT-P3. Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements and develop designs that use visual and aural elements to convey environments that clearly support the text**

*Possible links:: Language Arts - writing skills; Social Studies - history, cultural similarities and differences*

## THE ARTS

### THEATRE

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **PROFICIENCY (Grades 9-12)**

- **1AT-P4. Apply technical knowledge and skills to safely create functional scenery, properties, lighting, sound, costumes and makeup**

PO 1. Follow established safety regulations

PO 2. Use technical and design knowledge, keeping in mind budgetary considerations, to design, construct or operate scenery; design, mount, or control lighting; select, record and control sound; select, design, construct or alter costumes; design, apply makeup

*Possible links to: Technology - use of equipment, read/follow directions;  
Workplace Skills - problem solving,  
marketable skills, technical vocabulary*

## THE ARTS

### THEATRE

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **PROFICIENCY (Grades 9-12)**

- **1AT-P5. Lead small groups in researching and planning a scene and rehearsing the scene for performance**

PO 1. Analyze text for physical, social, and psychological dimensions of the characters

PO 2. Research and conceptualize a scene or play (as director and designer)

PO 3. Direct a scene or play (e.g., blocking, staging, characterization)

PO 4. Use rehearsal techniques (e.g., memorization, pacing, polishing work) to prepare for a presentation

*Possible links to: Workplace skills – leadership skills, group dynamics*

- **1AT-P6. Develop and sustain a portfolio of created work demonstrating the progression of knowledge and skills**

PO 1. Organize the components of a portfolio including résumé, head shot, letters of recommendation, and samples of designs

PO 2. Use self assessment skills to demonstrate improvement

*Possible links to: Workplace Skills – organization, marketable skills*



## THE ARTS

### THEATRE

#### *STANDARD 2: ART IN CONTEXT*

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **PROFICIENCY (Grades 9-12)**

- **2AT-P1. Research and use cultural, historical, and symbolic clues to develop an interpretation of, and to make visual and sound production choices for, an improvisation or scripted scene; justify these choices**

PO 1. Research historical context of a script as a basis for interpretation and design

PO 2. Research pertinent cultural, social and political conditions as a basis for interpretation and design

PO 3. Explain the relationship between stage configuration, script requirements, and acting styles in different historical periods

PO 4. Design/choose appropriate visual and sound elements for an improvisation/scripted scene

## THE ARTS

### THEATRE

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **PROFICIENCY (Grades 9-12)**

- **2AT-P2. Compare how similar themes are treated in drama of different genres and styles from various cultural and historical periods; illustrate with classroom performances and discuss how theatre can reveal universal concepts**

PO 1. Research and explain different theatrical approaches to themes as a basis for production concepts

PO 2. Perform scripted scenes or improvisations from at least two different genres/styles (e.g., historical: Greek, Noh, Elizabethan, Commedia del Arte, Ritual Drama; genre: tragedy, farce, melodrama, realism, absurdism)

## THE ARTS

### THEATRE

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **PROFICIENCY (Grades 9-12)**

- **2AT-P3. Identify and compare the lives, works and influences of representative theatre artists in several cultures and historical periods**

PO 1. Identify representative theatre artists in several cultures and historical periods (e.g., playwrights: Aristophanes, William Shakespeare, Henrik Ibsen, David Henry Hwang; actors: Thespis, Marcel Marceau, Sarah Bernhardt, Sidney Poitier; directors: Julie Taymore, Steven Spielberg; designers: Ming Cho Lee, Ben Nye)

PO 2. Compare the lives, works, and influences of representative theatre artists

*Possible links to: Foreign Language – culture, language*

## THE ARTS

### THEATRE

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **PROFICIENCY (Grades 9-12)**

- **2AT-P4. Analyze the effects of their own cultural experiences on their dramatic work; explain how culture affects the content and production values of theatre, television and films created by others**

PO 1. Identify one's own cultural experiences

PO 2. Use understanding of personal culture to analyze its effect on one's own dramatic work

PO 3. Analyze the influence of at least two other cultures on the content and production values of theatre, television, and film

*Possible links to: Foreign Language – culture*

## THE ARTS

### THEATRE

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **PROFICIENCY (Grades 9-12)**

- **2AT-P5. Analyze and interpret how technological and scientific advances in theatre and other disciplines (e.g., humanities, science, mathematics) influence the creation of work**

PO 1. Identify the effect technological and scientific advances (e.g., electricity, wireless microphones, the computer) have had on design and production in theatre and other disciplines

PO 2. Evaluate the technical aspects of a production as determined by spectacle demands/needs of script

PO 3. Incorporate the use of technological advances in theatre and other disciplines in creating theatre

*Possible links to: Science - scientific advances; Social Studies – history; Technology – analysis*

## THE ARTS

### THEATRE

#### *STANDARD 3: ART AS INQUIRY*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **PROFICIENCY (Grades 9-12)**

- **3AT-P1. Construct social meanings from classroom and formal productions from a variety of cultural and historical periods, and relate to current personal, national and international issues**

PO 1. Explain the relationship between a production's concept and current personal, national and/or international issues

PO 2. Compare a production's concept with its original historical and cultural context

PO 3. Analyze theatre's capacity for societal and personal self-examination and change

PO 4. Compare the theatre arts (e.g., theatre, film, television) to the society which created them

- **3AT-P2. Develop criteria for analyzing and evaluating script, acting, design, and direction based on artistic choices in traditional theatre, film and new art forms**

PO 1. Develop appropriate criteria for artistic analysis and evaluation of script, acting, design and direction

PO 2. Use personally developed criteria to evaluate the overall quality of a production

*Possible links to: Workplace Skills – critical thinking*

## THE ARTS

### THEATRE

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **PROFICIENCY (Grades 9-12)**

- **3AT-P3. Analyze, critique and refine the whole, and the parts of, dramatic performances, taking into account the context, and constructively suggest alternative artistic choices**

PO 1. Analyze, in context, the separate elements (e.g., acting, costuming, lighting, directing) of a dramatic performance

PO 2. Critique the impact of each of these elements on the production as a whole

PO 3. Suggest and justify alternative artistic choices and predict their effects on the production

- **3AT-P4. Compare the materials, technologies, media, and processes of theatre with those of other arts disciplines and subject areas to create and analyze artworks**

PO 1. Compare and contrast theatre materials, media, technologies, and processes with other art forms

PO 2. Create a performance or design that integrates typical theatre techniques with the techniques of at least one other arts discipline

## THE ARTS

### DANCE

#### *STANDARD 1: CREATING ART*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **PROFICIENCY (Grades 9-12)**

- **1AD-P1. Demonstrate a synthesis of skeletal alignment, articulation of body parts, strength, flexibility, agility, and coordination in locomotor and nonlocomotor/axial movements**

PO 1. Perform a complex movement combination which remains stationary

PO 2. Perform a complex movement sequence which travels through space

*Possible link to: Science – interdependence*

- **1AD-P2. Demonstrate rhythmic acuity and projection while performing dance skills**

PO 1. Dance a movement phrase to various rhythms/meters

PO 2. Identify the rhythmic structure of various musical examples

PO 3. Demonstrate artistic expression (e.g., confidence, energy) while performing a movement phrase or dance



## THE ARTS

### DANCE

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **PROFICIENCY (Grades 9-12)**

- **1AD-P3. Create and perform combinations in a variety of dynamic ranges and movement qualities**

PO 1. Choreograph dance combinations utilizing varied ranges of space, time and/or force

PO 2. Demonstrate several movement qualities in a choreographed work

- **1AD-P4. Expand kinesthetic memory to include extended movement sequences**

PO 1. Demonstrate the ability to vary movement sequences (e.g., reverse, rewind)

PO 2. Explore a series of progressively longer movement sequences

PO 3. Perform a complete dance

- **1AD-P5. Identify and demonstrate a greater length and complexity of steps and patterns from at least two different dance styles/traditions**

PO 1. Identify steps and patterns from specific dance style

PO 2. Demonstrate at least two combinations in different styles, using complex steps and patterns

## THE ARTS

### DANCE

#### **STANDARD 1: CREATING ART** *(continued)*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **PROFICIENCY (Grades 9-12)**

- **1AD-P6. Identify and demonstrate a range of choreographic processes (e.g., transition, contrast), structures, and forms (e.g., AB, ABA, canon, theme and variation, chance)**

PO 1. Use various processes to choreograph (e.g., music first vs. movement first)

PO 2. Determine the climactic moment within the structure of a complete movement phrase

PO 3. Identify choreographic form presented

PO 4. Choreograph using various forms

*Possible link to: Mathematics - sets and logic*

- **1AD-P7. Develop and sustain a portfolio of created works demonstrating the progression of knowledge and skills**

PO 1. Select a variety of samples for a journal, video collage, scrapbook, or résumé of dance development

*Possible link to: Language - personal narrative*

## THE ARTS

### DANCE

#### ***STANDARD 2: ART IN CONTEXT***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **PROFICIENCY (Grades 9-12)**

- **2AD-P1. Explain how movement choices communicate abstract ideas in dance**

PO 1. Interpret movements that express various feelings and/or ideas

PO 2. Observe and interpret a dance through verbal or written expression

*Possible link to: Language - verbal expression, written expression*

- **2AD-P2. Create a dance that effectively communicates a contemporary social theme**

PO 1. Create an original dance with movements influenced by the traditions of a particular culture

PO 2. Choreograph a dance based on a theme

- **2AD-P3. Select at least two contemporary theatrical forms of dance; demonstrate and describe their similarities and differences**

PO 1. Identify and describe dance styles that are currently seen on TV or stage

PO 2. Compare contemporary dance styles

PO 3. Create movement sequences using different contemporary dance styles

## THE ARTS

### DANCE

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **PROFICIENCY (Grades 9-12)**

- **2AD-P4. Demonstrate and discuss the traditions and techniques of classical dance forms**

PO 1. Research the traditions of a classical dance form

PO 2. Compare and contrast classical dance forms

PO 3. Create a movement sequence in one classical dance form, then change the same sequence to another classical dance form (e.g., ballet, jazz, modern)

- **2AD-P5. Analyze and interpret how technological and scientific advances in dance and other disciplines (e.g., humanities, science, mathematics) influence the creation of work**

PO 1. Research technological advances in dance

PO 2. Research technological advances in other art forms

PO 3. Analyze how technological advances have influenced the evolution of dance

## THE ARTS

### DANCE

#### ***STANDARD 2: ART IN CONTEXT*** ***(continued)***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **PROFICIENCY (Grades 9-12)**

- **2AD-P6. Discuss how skills developed in dance are applicable to a variety of careers**

PO 1. Identify possible career choices related to dance

PO 2. List skills that are developed through the study of dance and how they relate to other career fields

- **2AD-P7. Describe historical differences of two or more dance styles (e.g., social, folk, theatrical)**

PO 1. Research two dance styles; list differences

PO 2. Research the evolution of two or more dance styles

PO 3. Examine and identify the influence historical events have on the development of dance

## THE ARTS

### DANCE

#### ***STANDARD 3: ART AS INQUIRY***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others

#### **PROFICIENCY (Grades 9-12)**

- **3AD-P1. Explain how personal experience influences the interpretation of a dance**

PO 1. Write a personal interpretation of a dance

PO 2. Compare interpretational differences of a dance

PO 3. Justify individual responses to a dance

- **3AD-P2. Create a dance and revise it over time, articulating the reasons for artistic decisions and what was lost and gained by those decisions**

PO 1. Through periodic showings of original choreography, articulate reasons for changes

PO 2. Keep a journal throughout the choreographic process

*Possible link: Workplace Skills - revision*

## THE ARTS

### DANCE

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others

#### **PROFICIENCY (Grades 9-12)**

- **3AD-P3. Identify specific criteria for making informed critical evaluations of the quality and effectiveness of performances, choreography, and improvisations; apply these criteria to personal participation in dance**

PO 1. List the qualities of a good performer and use as an evaluation checklist

PO 2. List the qualities of a well-structured dance and use as an evaluation checklist

PO 3. List the qualities of a successful improvisation and use as an evaluation checklist

- **3AD-P4. Analyze the role of dance in contemporary society**

PO 1. Research dance in contemporary society

PO 2. Identify the roles of dance in today's society

PO 3. Debate the roles of several dance styles in contemporary society

## THE ARTS

### DANCE

#### ***STANDARD 3: ART AS INQUIRY*** ***(continued)***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others

#### **PROFICIENCY (Grades 9-12)**

- **3AD-P5. Reflect upon personal progress (e.g., skill development, personal growth) in performing dance and refine technique through self-evaluation and critiquing**

PO 1. Set and manage goals

PO 2. Analyze personal dance progress

PO 3. Develop strategies to improve dance skills

*Possible link to: Workplace Skills – personal growth*

- **3AD-P6. Compare the materials, technologies, media and processes of dance with those of other arts disciplines and subject areas to create and analyze artworks**

PO 1. Select materials, technologies, media or processes from other subject areas and determine relationships to dance

PO 2. View a performance/showing of another art form and use aesthetic criteria from dance to evaluate it

PO 3. Create a dance incorporating other art forms or subject areas



## THE ARTS

### MUSIC

#### ***STANDARD 1: CREATING ART***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **DISTINCTION (Honors)**

- **1AM-D1. Sing/perform a large and varied repertoire of solo and ensemble literature with level of difficulty 5 on a scale of 1-6, with expression and technical accuracy**

*Possible links to: Foreign Language – culture, communication, communities; Social Studies – culture, region, socialization*

- **1AM-D2. Sing music written in more than four parts**

*Possible links to: Art – harmony; Science – energy, physics of sound*

- **1AM-D3. Sight-read music accurately and expressively with level of difficulty 4 on a scale of 1-6**

- **1AM-D4. Demonstrate the ability to read a full instrumental or vocal score**

- **1AM-D5. Describe how the elements of music, transpositions, and clefs are used in a full score**

## THE ARTS

### MUSIC

#### ***STANDARD 1: CREATING ART*** ***(continued)***

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **DISTINCTION (Honors)**

- **1AM-D6. Improvise stylistically appropriate harmonizing parts in a variety of styles**
- **1AM-D7. Improvise original melodies and harmonizing parts in a variety of styles, over given chord progressions, each in a consistent style, meter and tonality**
- **1AM-D8. Compose/arrange music, demonstrating imagination and technical skill in applying the principles of composition and orchestration**
- **1AM-D9. Conduct and rehearse a peer group, demonstrating knowledge and understanding of the score**

## THE ARTS

### MUSIC

#### *STANDARD 2: ART IN CONTEXT*

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas, and concepts in the arts.

#### **DISTINCTION (Honors)**

- **2AM-D1. Interpret non-standard notation and symbols used by some twentieth century composers (e.g., John Cage, Varese)**
- **2AM-D2. Identify and describe music genres or styles that show the influence of cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences**

## THE ARTS

### MUSIC

#### *STANDARD 3: ART AS INQUIRY*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **DISTINCTION (Honors)**

- **3AM-D1. Interpret musical selections through original writing, original dance movement or original visual art**
- **3AM-D2. Demonstrate independent artistic judgment in devising criteria for evaluating one's own performances and compositions**
- **3AM-D3. Compare ways in which musical materials are used in a given example to ways in which they are used in other works of the same genre or style**
- **3AM-D4. Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means used to evoke feelings and emotions**
- **3AM-D5. Compare the uses of characteristic elements, artistic processes, and organizational principles among music forms and the other arts disciplines in different historical periods and different cultures**

## THE ARTS

### VISUAL

#### *STANDARD 1: CREATING ART*

Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.

#### **DISTINCTION (Honors)**

- **1AV-D1. Create, on a regular basis, inventive works of art which solve environmental, industrial, technological and commercial problems**
- **1AV-D2. Initiate, define and solve challenging visual arts problems using analysis, synthesis and evaluation**
- **1AV-D3. Communicate ideas regularly at a high level of effectiveness in at least one visual arts medium**
- **1AV-D4. Create multiple solutions to specific visual arts problems that demonstrate a high level of competence in producing effective relationships between visual form and expression**
- **1AV-D5. Create a public exhibit of one's own artwork which reflects personal growth as an artist**

## THE ARTS

### VISUAL

#### *STANDARD 2: ART IN CONTEXT*

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **DISTINCTION (Honors)**

- **2AV-D1. Analyze the origins of specific images in the visual arts and explain their importance and influence**
- **2AV-D2. Analyze and interpret common and divergent characteristics of artworks evident across time and among cultural groups to formulate analyses, evaluations and interpretations of meaning**
- **2AV-D3. Compare own analysis and interpretation of the visual arts with those made by critics, historians, aestheticians and artists**

## THE ARTS

### VISUAL

#### *STANDARD 3: ART AS INQUIRY*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **DISTINCTION (Honors)**

- **3AV-D1. Demonstrate the ability to compare two or more perspectives concerning the use of organizational principles and functions in the visual arts**
- **3AV-D2. Analyze the unique characteristics of aesthetic perception as compared with those of general perception, which is only concerned with an immediate like or dislike of an image**
- **3AV-D3. Demonstrate the ability to make refined and subtle discriminations when analyzing works of art by one's self and/or works by others**
- **3AV-D4. Analyze and critique (e.g., using descriptors, analogies and metaphors) prominent works of art and the work of emerging artists, using technology as one means of doing so**

## THE ARTS

### THEATRE

#### **STANDARD 1: CREATING ART**

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **DISTINCTION (Honors)**

- **1AT-D1. Write theatre, film, television or electronic media scripts in a variety of traditional and new forms that include original characters with unique dialogue that motivates action**

*Possible links to: Language Arts – writing; Technology – electronic information*

- **1AT-D2. Work in an ensemble to create characters for classical, contemporary, realistic, and non-realistic improvisations and scripted plays for the theatre, film, television and/or electronic media productions**

*Possible links to: Language Arts – reading; Social Studies – history; Workplace Skills – collaboration*

- **1AT-D3. Research and use cultural, historical and symbolic clues to develop an interpretation and visual and sound production choices for an improvisational or scripted scene; justify these choices; then collaborate as a member of a production team (e.g., as director, designer/technician or actor) to develop aesthetically unified production concepts for classroom or formal theatre, film, television and/or electronic media production**

*Possible links: Language Arts – research; Social Studies – history, culture; Visual Arts – elements and principles of design; Workplace Skills – collaboration*



## THE ARTS

### THEATRE

#### ***STANDARD 2: ART IN CONTEXT***

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **DISTINCTION (Honors)**

*Option: Performance or Technical*

- **2AT-D1. Research, describe and implement appropriate historical and contemporary production designs, techniques and performances from various cultures for classroom and formal theatre, film, television and/or electronic media productions**
- **2AT-D2. Analyze the social and aesthetic impact of underrepresented theatre, film, television and electronic media artists**
- **2AT-D3. Compare the interpretive and expressive natures of several theatre forms in specific cultures or historical periods**
- **2AT-D4. Analyze the relationships among cultural values, freedom of artistic expression, ethics and artistic choices in various cultures and historical periods**

## THE ARTS

### THEATRE

#### ***STANDARD 2: ART IN CONTEXT***

*(continued)*

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **DISTINCTION (Honors)**

- **2AT-D5. Analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods; explain influences on contemporary theatre, film, television and electronic media productions**
- **2AT-D6. Compare and contrast the roles of theatre, film, television and electronic media in the present and in the past**

## THE ARTS

### THEATRE

#### ***STANDARD 3: ART AS INQUIRY***

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **DISTINCTION (Honors)**

*Option: Performance or Technical*

- **3AT-D1. Construct personal meanings from non-traditional dramatic performances**
- **3AT-D2. Critique several dramatic works in terms of other aesthetic philosophies (e.g., Greek drama, French classicism with its unities of time and place, Shakespeare, romantic form, India's classical drama, Japanese Kabuki, modern performance arts)**
- **3AT-D3. Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate to use for further development of the work**

## THE ARTS

### DANCE

#### *STANDARD 1: CREATING ART*

Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.

#### **DISTINCTION ( Honors)**

- **1AD-D1. Demonstrate technical skills consistently and reliably with artistic expression including clarity, musicality and stylistic nuance appropriate for various dance styles (e.g., ballet, modern and jazz techniques)**
- **1AD-D2. Choreograph a group dance with coherence and aesthetic unity; design costuming, lighting and stage settings that enhance the choreography**

## THE ARTS

### DANCE

#### *STANDARD 2: ART IN CONTEXT*

Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

#### **DISTINCTION (Honors)**

- **2AD-D1. Describe how a choreographer manipulates, develops and arranges the basic movement content in a dance**
- **2AD-D2. Analyze the style of a choreographer or a cultural form**
- **2AD-D3. Analyze issues of heritage, gender, social/economic class, age and/or disability in relation to dance**
- **2AD-D4. Analyze twentieth century dance events in their social, historical, cultural and political contexts**
- **2AD-D5. Compare and contrast the roles and significance of dance in at least two different social, historical, cultural and political context**

## THE ARTS

### DANCE

#### *STANDARD 3: ART AS INQUIRY*

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

#### **DISTINCTION (Honors)**

- **3AD-D1. Examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives**
- **3AD-D2. Evaluate dances on the basis of aesthetic criteria such as the skill of performers, originality, visual and/or emotional impact, variety and contrast**
- **3AD-D3. Compare and contrast how personal intent is communicated in choreographic work**